

Trilingual Aspects of
Language Learning and Teaching
in Jammu and Kashmir

(Mrs.) SHEETAL GUPTA,
M.A., M.ED., PH.D.



JAY KAY BOOK HOUSE

RESIDENCY ROAD, JAMMU TAWI - 180001 (J & K)

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*Dedicated in the memory of my reverence mother
Smt. Padma Vati Gupta w/o Sh. Krishan Lal Gupta
who has left us for heaven on April 20, 1984*

Preface

Learning of a language depends upon the social environment and several mental abilities like verbal and word fluency etc. Memory ability also plays a vital role and retention of word meaning and grammatical rules depends much upon this ability. An individual can understand the language spoken by other provided he knows meaning and rules of grammar of that language.

It is often observed that some people easily grasp the meaning of words once spoken by others while several people fail to understand the same words uttered twice or even thrice. This type of individual difference is observed in spoken language also. Some people speak words and sentences correctly while others may make several mistakes while speaking the same words and sentences. Correct pronunciation and spelling are, in fact, habits developed through repetition.

Comprehension through hearing or reading, correct pronunciation, right spelling and retention of grammatical rules are assets and children who possess them can easily learn any language. The role of these abilities in learning three languages viz., English, Hindi and Sanskrit has been primarily studied under this investigation. The effect of environmental factors like socio-cultural background of children, and facilities for extra-reading etc., has been voluntarily ignored.

The researcher was also keen to know whether these language abilities and skills work in unison while learning English, Hindi, and Sanskrit simultaneously. The findings have revealed which of the above abilities play prominent role in the learning of the three languages.

I express my feelings of immense gratitude and indebtedness to my guide, Dr. G. Rasool, Professor and Head of Post-graduate Department of Education, Dean, Faculty of Education,

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SHEETAL GUPTA

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Introduction

Role of Language in Promoting Culture with Special Reference to Jammu and Kashmir State

Language is, undoubtedly the most momentous and at the same time the most mysterious product of the human mind. It is a vehicle of expression of one's feelings, emotions, thoughts and a means of reception of information, knowledge and experience. It is that intricate delicately interwoven system of symbols, gestures, and sounds by which the mind of man reaches out to the minds and hearts of other men to communicate feelings, thoughts, desires and dreams.¹ The magical capacity of the human brain to invent such symbols and to translate them into thoughts, ideas and emotions makes possible the true brotherhood of man, linking men around the world. The formulation, expression and exchange of ideas, thus, depends on language and the success in using language determines success in school and, without exception, in later life. Language, therefore, is the unique possession of human being. No other species of being has systematised its cries and utterances so that they constitute communicative symbols in the way that language does. Man has the power to learn the language of his group and pass it on to others. This ability to pass knowledge, to transmit experience consciously, is the basis for the development of all those behaviour patterns known as culture".²

Truly speaking culture is a part of language and both are inter-linked. "The language is the main vehicle for the transmission of all facts, ideas, beliefs, opinions and activities of mind in the social and cultural life of society".³ Culture

depends upon language; and language is deeply rooted in culture and is governed by it.

Human beings do not live in the objective world alone, nor alone in the world of social activity, but are very much at the mercy of particular language which has become medium of expression of their society.⁴ Man, thus, has to become aware of all the formal aspects of one's culture. What is right and what is wrong, what is considered appropriate under different circumstances, what is moral and so on. Most of this awareness is required explicitly by being told about it i.e., through language.⁵

Language teaching, on the other hand, 'is not merely teaching sounds, words and sentences of a language, but it also involves cultural background and cultural competence and performance. Men are, therefore, developed human beings, passed through the stages of hominoid; only through language they are cultured'.⁶ Language, therefore, cannot be separated from culture. Man's socialization as a human being has actually been made possible only by the language that he learns and speaks. He learns to talk about all kinds of complex cultural behaviour long before he has any direct experience of it. Moreover, the material culture of today is not strictly possible until language has taken shape.

Language is itself a complex system of cultural behaviour and it is also the vehicle, tool and reflection of all areas of the activities of human beings. It is not merely one of the several aspects of culture, it is at the very least *prima inter pares*, in that it makes possible the development, the elaboration, the transmission and the accumulation of culture as a whole.⁷

Culturally, linguistically, religiously, regionally, geographically, and ethically, the state of Jammu & Kashmir is not a compact homogeneous unit, and therefore, one of the most diversified and cleavage-ridden parts of the Indian Union. It is a state of convergence and diffusion of three main religious-cultural streams—Hindus, Muslim and Buddhist. It is composed of three principal socio-cultural viable and desperate units—Jammu, the Kashmir Valley and Ladakh. There too exists communal dichotomy, regionalism and awareness of one's own

cultural heritage and traditions. Jammu is mainly Hindu; Ladakh is Buddhist and Kashmir, a repository of varied influences, was functioning throughout history as a nerve-centre of the State Muslims.

In spite of the fact that the three dominant languages spoken in the three regions of the state are Dogri, Kashmiri and Ladakhi, the state's cultural set up represents a synthesis of predominantly Tibeto-Himalayan and Aryan streams with offshoots representing local dialects. There are at least 13 languages (excluding Urdu which is state language) and 147 dialects spoken in the state.

Kashmiri language inherited from Sanskrit is the mother tongue of 53 per cent of the people of the state as a whole, has been a vital instrument of preserving more than 3,000 years old Kashmiri culture. With their knowledge of the foreign languages, the Kashmiris absorbed the new ideas which alien dynasties and rulers of Kashmir brought with them there. They, on their own part, created a mixed and composite culture which is tolerant, humane and kind at the same time.⁸ "The Kashmir composite culture, in other words, is Buddhist, Shaivist and Islamic at the same time".⁹ The Kashmiri language, thus, has successfully promoted and passed on this culture from generation to generation.

Dogri, differing from Kashmiri and Ladakhi and spoken by over 24 per cent of the people of the state residing in Dogra land of Jammu, played a vital role in preserving the old culture of the land of Dogras—a great Aryan race, famous for its heroic military feats and certain distinctive characteristics of their own. But Ladakhi is the predominant language of Ladakh or little Tibet and is spoken by 56 per cent of its people—a mixture of Mongolian and the Aryan races. This language is an instrumental in the preservation of the people distinctive characteristics that is simplicity and naivete as well as their ancient Buddhist traditions and culture.

Importance of Language Learning and Methods of Teaching

The story of evolution of language is congruent and coincident with the story of human evolution itself. All the intellectual,

mental and socio-politico-cultural development of man, therefore, depends upon the extent to which he uses language and its literature as his tool. Language permits the communication of information, wisdom as well as the errors of the past, from one generation to the other and helps the present generation to modify the environment through planning so that the future is more comfortable.

Thus, considering the importance of language the psychologists are trying once and again to investigate into the lingual behaviour of man in general and that of a child in particular. Language is closely connected with organized learning activities. A child's equipment and adaptness in language usage determine not only how well he learns but the extent to which his learning functions in his total behaviour. Language as a means of expression is necessary for communication. The student who is apt in the use of language will be able to think better, and will make himself understood by his class-mates and others. On the other hand, the individual who is emotionally maladjusted will have difficulty in thinking and comprehending. "The baby begins learning his language long before he babbles. His earliest cries signal general distress, but soon he can communicate specific desires for food or comfort—and definite emotions like anger or frustrations. His cooing and chuckling express his well-being and happiness."¹⁰

Language development on the part of the pre-school child furnishes the most interesting indices to his intellectual development. The age at which a child starts to talk has often been regarded as symptomatic of his future mental development. But it is not uncommon for a very highly intelligent individual to be slow in development of language until 2 or 3 years of age. At about 18 months the child learns to use two words and by 24 months he is using three words sentences.¹¹

Language learning is sensitive to environmental conditions and experiences provided to the children. Children of high socio-economic status, therefore, tend to learn meaningful communication earlier because of guidance and attention given to them. Whereas, children in unstimulating orphanages may fail to realise their potentialities and such an environment seriously delays and hampers his language performance—his

actual speaking and understanding. The child's environment will have a notable effect upon his learning of a correct pronunciation, good usage, and correct grammar. Also the children who associate themselves with adults are precise in language development. Thus, once a child's environment is enriched linguistically he quickly demonstrates his innate competence by developing his speaking and comprehension of language.

In the early phases language behaviour is very closely related to the satisfaction of the immediate psychological needs and wants. But as he matures this relation may become increasingly indirect, in pace with his growing curiosity about the nature of his complex environment and its meaning to him, and also in pace with the widening of his circle of relationships with people. The trend is from an affective-motivational role of language to a cognitive one.

For many years behaviouristic psychologists believed that the child learns language by conditioned response, as the rat learns to run in a maze. This view makes language learning essentially passive. But transformational generative grammarians believe that language learning is a maturing of an innate human capacity and nothing can prevent the normal child's language from developing except the complete absence of language from his environment.¹²

The above considerations lead to a discussion of the methods of teaching of language in the curricula of school children in the state of Jammu and Kashmir. The languages selected for treatment are a foreign language (English), a first language in Jammu (Hindi) and a classical language (Sanskrit).

English language still occupies a prominent place in Indian life and in our school curriculum. The best literature on medicine, science and technology, engineering economics, mathematics etc., is available in English. It is, therefore, a language which opens to us advanced literature and knowledge in almost all disciplines. Moreover, it is the major window on the modern world as it is also an international language. Its international character serves as a source of better understanding and relation between the different nations of the world; bring them closer; acquaint us with the new science and technology.

The knowledge of English, is, thus, an essential requirement particularly in J&K State. The basic aims and purposes of teaching English here are, therefore, reception and expression. Reception indicates listening and understanding whereas, expression refers to speaking, and reading and writing. In other words English is taught to the students so that they may be able to receive it and then may be able to express it correctly. It is, thus, rightly pointed out that "a person is said to have learned a foreign language when he has a—first, within a limited vocabulary, mastered the sound system (that is when he can understand the stream of speech and achieve an understandable production of it) and has second, made the structural devices (that is, the basic arrangement of utterances) matter of automatic habit".¹³

Learning a foreign language differs from learning one's mother tongue in many ways. The child does not listen it throughout the day as he does in case of his mother tongue. English, therefore, is often learned in an artificial environment. There is a conscious efforts on the part of the teacher as well as the learner. The learning process becomes natural only when translation habit from mother tongue into English is broken. Motivation creates a mental and emotional climate favourable to the learning situation. This requires exposure, imitation and situational learning. However, the methods followed for the teaching of English to Indian pupils are Translation-Grammar; Direct method; structural Approach and Bilingual methods, which are as follows.

The Grammar-translation method was, and still remains, one of the popular methods of teaching a language. Even Greek, Latin, French, English and German had been taught by this method. This method is based on an important maxim of 'teaching proceeds from the known to unknown'. In other words the child learns the new target language through his mother tongue, the language he knows. The philosophy is that a new language can best be taught and learnt through translation. By comparing and contrasting the target language structure with that of the mother tongue, the child can best understand a new language. Even the grammar of new language can be compared with the grammar of the mother tongue and

it shall become easy to understand it. But this method ignores the natural way of learning a language; the skills of language learning needs to be learned and as such. While applying this method the children loose free expression. They first think in the mother tongue and then translate their ideas in a new language. Moreover, it binds the language with the rules of grammar. Dr. Ballard rightly points out "to speak any language whether native or foreign entirely by rule is quite impossible. A language is a skill subject. It is learnt by practice and not by just memorizing the rules."¹⁴

The direct method which is also called as the Natural method of teaching a language came to be used as a reaction against the Grammar-translation method. 'It is method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself without use of the pupil's language, without translation, and without the study of formal grammar...'¹⁵ It 'aims at establishing a direct bond between thought and expression, experience and language.'¹⁶ The idea is that the learner should experience the new language in the same way in which he experienced his mother tongue. The intervention of mother tongue is done away with. The learner understands what he hears or reads in the target language as efficiently and fluently as he does in the case of his mother tongue. He acquires instinctive, unerring language sense which all possess in varying degree in the mother tongue, and which superseding all rules, grammars and dictionaries, resting at bottom, on the direct association between experience and expression, is the only sure guide in the use of a language. Oral expression in this method receives much attention in the classroom. It is full of activity and there is no place for cramming of words and their meanings. The teacher is required to lay sufficient stress on phonetics and grammar is taught indirectly. It develops the capacity to think in a target language and the capacity to express ideas in that. But the atmosphere which this method requires is difficult to be created.

West's new method of teaching a language was an improvement upon the Direct method. To him ability to read is more important than ability to write. Oral reading is preparatory to

silent-reading. In oral reading the teacher should lay more emphasis on drilling correct pronunciation. The technique of sentence drill should also be employed.

Researches in the field of language teaching in U.S.A., and U.K. have established that in the learning of a foreign language the mastery of structures is much more important and thus stress the structural approach in language learning. It is based on the assumption that a language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. Structures are to be graded in order of their difficulty. Single structures should precede the more difficult ones. While grading structures, the same principles as apply to their selection, that is, usefulness, productivity, simplicity and teachability should be kept in view. While grading structures one should also ensure proper grouping and sequence. Grading, however, depends on the natural level of children, their age, their educational and socio-cultural background and the aims with which a language is taught. This approach employs techniques of the Direct method of teaching but the use of translation is not wholly discarded. Teaching is done in situations. Speech is mainly stressed but reading and writing are not neglected. It is based on scientific principles of language and is, thus, a complete method.

The Bilingual method is, however, based on the similarities and differences between the child's mother tongue or first language and the target language. The mother tongue is used to explain differences of phonetics, grammar and vocabulary. A contrast with the features of the child's mother tongue enables the children to guard themselves against the pit-falls. Thus this method can promote accuracy and fluency in the target language and prove the logic that mother tongue can be indirect help in the learning of a foreign language. It fully make use of the language habits already acquired by the learners while learning their mother tongue.

The Bilingual method combines in itself the chief advantages of all other methods. Meanings of difficult words are easily and quickly explained as in the translation method speech is emphasised as in the direct method. A lot of pattern practice is provided to the pupils as in structural approach. Meanings

and concepts conveyed in this way are better understood by the learners.

A considerable student population with bilingual or monolingual background seems to opt for Hindi as the first language at school in place of their mother tongue. This is because of either lack of facilities to learn their mother tongue as first language or the established and accepted distinctions between the roles of their mother tongue and the first language. The first taught language is, therefore, the medium of instructions for the majority in school and is taught also as a subject in bilingual and trilingual situations.

Hindi as the first taught language is also the medium of instructions for the majority of schools, particularly in Jammu region. Though Dogri is the mother tongue in Jammu District, yet in the post-independence period, the people have realized the importance of Hindi as National language. They do now speak and understand it easily. Hence, the linguistic situation here, is quite different from that of Kashmir region or District of Ladakh, where people, like the people of Tamil Nadu, Andhra Pradesh, Kerala, and Manipur, neither can speak nor understand Hindi, or from that of U.P. and Bihar where Hindi is the mother tongue. Dogri is closely related with Hindi. Generally people write Dogri in Devnagri script. As Hindi and Dogri belong to the same family, a sufficient number of words in both the languages are common. The very purpose of teaching first language here is, therefore, not to make pupils to understand the language but to enrich their vocabulary and refine their expression. Hindi, is, thus, neither their mother tongue, nor completely unknown to them. In the light of these facts, it is difficult to specify categorically the methods of teaching first language in this region. However, some of the methods and processes which can be helpful in teaching Hindi, are discussed in brief below.

The main objects of explanation are to enable the children to take an intelligent interest in the proceedings to grasp the purpose of what is being done, and to develop their understanding of how to do it. This method is commonly used in explaining the difficult prose passages and verses. Explanation enables the teacher to make plain, manifest, or intelligible, to

clear of obscurity, to expand, to lay open the meaning of, to elucidate the difficult words, phrases and statements. But the language of explanation must be simple and suitable to the capacity of the pupils. Logical sequence and various types of illustrations or audio-visual aids should be used to make it effective and interesting.

The exposition method means opening, exhibiting, displaying disclosing and making clear the new information. The purpose of exposition is to enable the children to grasp the sense or meaning of the subject matter presented to them in an intelligible manner. The teacher should arrange the matter so as to have a single, clear impression on the mind of the pupils. This method is useful in teaching prose, poetry and grammar of a language.

In descriptive method the teacher desires to create a verbal picture for the class and hopes that they will retain a memory image of the same. By description is meant that act of representing a thing by words or signs or by both. It is a process of forming word picture. Children may be asked to write descriptions of common scenes and happenings.

In comparison method one tries to place one thing along with other and the examining of the two in close connection. Its meaning should be widened to cover contrast. The difficult words can be explained by giving their synonyms and antonyms.

Story-telling is the chief form of narration. A good storyteller will always find his work of communicating ideas easy. All types of teaching work are more effective when done in the spirit of play. This method is used as a means of arousing interest and enthusiasm in the teaching of the intricacies of the language in which intrinsic interest is often lacking. A story for small children should be connected with the things they know, should have plenty of action, plenty of conversation, plenty of repetition, and should be told in simple words with which the child is thoroughly familiar. But story should be told and not read, be told as vividly as possible, teacher should use his power of imagination and attention, must be paid to the age for which a story is suitable. For younger pupils a story should suggest things to do, and inspire them to action.

The lecture method can be used to motivate the students, to clarify the ideas and meanings, to review what has been discussed and to expand the contents. This method can be adapted to the abilities, interests, previous knowledge and the needs of the pupils. Lecture serves as a pattern of good oral expression, which may tend to counteract careless incorrect speech of the pupils.

Book reading is another method of learning the first language. By reading a book a child acquires the knowledge of alphabets, words and sentences. By the practice of book reading a student can improve his pronunciation and enrich his vocabulary, knowledge and technique of using idioms and phrases particularly in the higher classes. The book reading is one of the important means through which teacher and pupils communicate with each other in an effort to carry forward the learning process. Book reading provides an opportunity to develop proper study habits among the children which is of great importance in the educational development of a child. But the book to be read must be of the taste of the students. In lower classes particularly there should be story books.

The questioning method is one of the most important devices of teaching. It plays a very important part in learning, teaching and testing. It is a natural and enjoyable means of intellectual and social growth of a child. The minds of the learner and the teacher can be brought into close touch and learners can be led to creative effort through this device. It is being used to stimulate thinking and quicken learning, in teaching the first language particularly. By applying this method in teaching language a teacher keeps in close touch with the minds of his pupils, suggests lines of thought, questions them, answers their question, sets them on practical work, examines the results obtained and discusses significant problems.

Sanskrit (a classical language) is the parent language from which many Indian languages are derived.¹⁷ It is the symbol of India's heritage and culture. It nourishes the very roots of our civilization.¹⁸ Most of the precious treasures of ancient literature are stored in Sanskrit. It is absolutely essential that the traditional scholarship in Sanskrit is strongly and adequately supported and developed. Moreover, a cross section of the

population in several parts of the country has an emotional attachment to it and because of this attachment it has been placed as a third language at high school level in the state. At the same time the needs of modern time are such that unless Sanskrit is demonstrated to serve the interests of modern Indian language teaching and teaching of other subjects, the study of it is bound to lose further ground. The purpose of learning Sanskrit language today is to develop an ability to read, understand, write and interpret the ancient texts. The principal methods of teaching Sanskrit have been discussed below.

The Pathshalas method is the traditional method of teaching and represents the whole system of ancient Indian education. In ancient period education was given in pathshalas, ashrams, gurukulas, mathas and vidyapeeths uptill 17th century. With the opening of English schools and with emphasis on European Arts and Science through the medium of English, the indigenous pathshalas were neglected and left to the mercy of voluntary organizations, however, they continued to exist but received very little encouragement from the government. The pathshalas had deep religious and spiritual atmosphere, characterised by intimate pupil-teacher relationship, disciplined life and purity of thought, word and deed. They produced specialists in Sanskrit learning capable of diffusing and disseminating Indian philosophy and culture and were the training ground for deep sustained memory and intellectual discipline. But this method is not suitable for secondary school and colleges where, the curriculum is broad-based and Sanskrit is one of the teaching subjects and not more than six periods are devoted to it per week. This method does not suit the mediocre and dull students who are no longer keen about intensive study of Sanskrit.

The Bhandarkar method is entirely a new system of Sanskrit teaching and was evolved by a veteran Sanskrit scholar Sir Ram Krishna Gopal Bhandarkar. It is nothing but Grammar-translation method and the grammar lessons are on the Western model. The purpose of this method is to present Sanskrit language in a very simple and graded manner to call upon the power of understanding and practice rather than rote-memory, to teach Sanskrit through exercise in grammar and translation

and to introduce Sanskrit literature through grammar and translation exercises.

In the Text-book method, the Text-book lesson is made the centre of all study. New words are explained through mother tongue, practice in reading is afforded by reading aloud and later on by silent reading. Grammar is taught incidentally and grammatical forms are taught through the usage shown in the text. After the lesson is taught, exercises in grammar and translation are given. Important Sanskrit prose passages are translated into mother tongue, and the important grammatical rules are drilled by further exercises given. The direct method begins with the teaching of concrete objective lessons. A good number of objects are presented and their Sanskrit names are suggested. To begin with, those words are selected which are common in mother tongue and Sanskrit. The teacher introduces familiar actions. He helps the pupils to frame simple sentences. He teaches abstract terms through association. He drills grammar through repetition of sentences. The teacher then uses short dialogues on simple themes with action. Sanskrit structure is thus made automatic by listening to the teacher, imitating him, speaking and reading. The use of mother tongue is totally banned, so as to create an atmosphere of Sanskrit. But it is not a perfect method of the use of mother tongue cannot be tabooed. Sanskrit atmosphere cannot be created for this method, text and grammar cannot be banished and teachers cannot be expected to be competent enough to speak Sanskrit to the higher classes.

The modified form of the direct method, in which there is no ban on the use of mother tongue is called Oral method. The oral method permits the use of mother tongue, restricts its use to the early stage until the pupils acquire some mastery over the fundamentals of Sanskrit so as to be able to read Sanskrit text-book, and allows the teaching of grammar and translation at the later stages. Bokil (1965) terms it as conversation method.¹⁹ Apte (1960) supports this method when he concludes that the work in the first months should be mainly oral, and speaking has to precede writing.²⁰ Thus oral method is acceptable at the early stage.

The Eclectic method is the synthesis of all the methods. It stresses oral work at the early stage. Soon after introducing the

language by oral method, the text-book is introduced. The text-book method is employed by making text-book as the centre of the study of all other aspects of the language. Grammar is introduced (a) colloquially at the early stage, (b) incidentally by means of text at the primary stage, (c) inductively and deductively at the middle stage and (d) intensively at the high stage by means of a grammar text-book. Translation work is done along with the text and grammar composition work is done orally in the beginning classes, and then put to writing at a later stage. Audio-visual aids are also used while teaching any aspect of the language. Co-curricular activities are introduced to supplement the class work and class-teaching done in accordance with the general principles of language teaching.

Unilingual, Bilingual and Trilingual Concepts

When a community in a certain area speaks only one language, the phenomenon is called unilingualism. Unilingual is also termed as monolingual i.e., having command over mother tongue alone. It is opposed to bilingual, trilingual or multilingual situations. Such a situation rarely exists in India except in most remote regions or villages. This situation of unilingualism does not exist in Jammu and Kashmir where seven regional languages have been recognized by the State's constitution. However, unilingual persons are mostly at disadvantage and remain away from the main national stream.

The phenomenon of a community having a sizeable number of bilingual speakers, is called bilingualism.²¹ According to Hartmann and Stork (1976), bilingualism means 'the use of two languages by a speaker or speech community'.²² David Crystal (1976) also defined this term in similar words. He says, 'what is meant by the term bilingual' is by no means self-evident, to begin with a situation where a child is exposed to two languages from birth in absolutely equal proportion...'²³ In other words 'bilingualism' is defined as a demonstrated ability to engage in communication via more than one language.²⁴ Bilingual is also called ambilingual and L_1 (mother tongue) and L_2 (other tongue) are involved in bilingualism; bilingual's second language is called target language, Christina

Bratt (1978) is of the opinion that 'bilingual education tends to deal with two major concerns, first about mother tongue maintenance and a too rapid shift to the other language; and the second concern that the children are not properly learning the official language of the nation'.⁵ Bilingualism can, however, be explained best by the linguistic situation in India.

Trilingualism, opposed to unilingualism or bilingualism, is a sort of a situation where three languages are involved. In a way, it is a sort of multilingualism. In learning Hindi, English and Sanskrit, the learner faces the situation of trilingualism. In the state of J&K, almost in each region, there is trilingualism in educational institutions as English is being taught to the students as a compulsory subject, Hindi as a first language for those who do not offer Urdu which is the official language of the state and Sanskrit as an optional language.

Indian Linguistic Scene and the Language Policy of India

With 1652 mother tongues, four different languages families, 50 per cent of the total illiterate population of the world, as many as 10 major script systems, numerous social and regional dialects within each language, with wide differences between the spoken and written form of several languages, with growing differences regarding language uses and attitudes between the minority but dominant urban and the majority rural populations, with a rich tradition of linguistic research in many languages, with conflicting views on roles and functions of major languages, and with about 50 languages taught in the country as first language/mother tongue, India indeed presents a complex and a very typical linguistic picture.⁶ The type of linguistic multiplicity and variety which is available in India is usually not found in any other part of the world. Although they belong to different families, yet there are close affinities and common elements among almost all the languages of India.²⁷ In spite of the typical Indian linguistic reality and the large number of distinct languages and dialects, the sub-continent has in the main a dozen or so great languages as enlisted in the Eighth Schedule to the Constitution. Many of these languages have an enormous wealth of literature and literary tradition going back over centuries.

In ancient times, it was mostly Sanskrit and some Prakrits which were used for educational, cultural, literary, academic and administrative works. Right from the beginning of Indian history to 10th century A.D. Sanskrit was the lingua-franca and official language of administration, education etc. in India.²⁸ The Muslims brought with them two classical languages—Arabic and Persian. These were used in Islamic education and administration in Muslim states.²⁹ The British rule in India added a new dimension in the linguistic scene and introduced English as a dominant language of administration, education, commerce and industry as well as legalised the fallacious Hindi-Urdu dualism. The predominance of English over all other Indian languages also devalued them in the educational system of the country. The continued use of English for higher education, administration, commerce and industries has, even after independence, given rise to new language controversy in the country. Since the patterns of language use are bound to change, some linguistic and language problems are inevitable and cannot be avoided.

However, the Constitution of India gives a very logical base to our language policy under Part XVII and the VIII Schedule in reference to articles 344 & 352 and the articles concerning fundamental rights regarding language, education, culture etc., the language pattern as envisaged is quite liberal and democratic. It gives full freedom to the states to choose any language or languages used in the region as their official languages. For Union, of course, it has prescribed Hindi in the Devnagri script for all official purposes. But English will continue as an associate official language of the Union for an indefinite period.³⁰

The trend discernible in various government policy statements and the reports of various committees and commissions appointed to study the language policy, is suggestive of a very liberal and flexible pattern of language curriculum at school level. The question of how many and what languages should be taught at school level has been examined by many government bodies. The University Education Commission (1949) recommended that students of the higher secondary as well as University stages should be made conversant with three languages viz., the regional language; the general language (i.e., Hindi),

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and English.³¹ The secondary education Commission (1952) recommended for the study of Secondary stage mother tongue, Regional language, the link language—Hindi and one classical language—Sanskrit, Pali, Prakrit, Arabic and Persian.³² In 1957, the Central Advisory Board of Education examined the problem in relation to the national needs and the constitutional requirements and suggested three language formula.³³ The three language formula was reviewed by the Chief Ministers in 1961 and they concluded that the child should study at school stage the regional language, Hindi in non-Hindi areas or any other Indian language in Hindi area, and English or any other Modern European Language. Later the Education Commission (1964-66) examined the implementation of the three language formula in different states and Union territories and the difficulties experienced. It then recommended a modified graduated three language formula, which has been presented in Table 1.

According to our National language policy for education, the teaching of mother tongue or regional language has to begin from the very first class and would be taught up to 10th standard, that is, first language is to be taught compulsory for ten years. The second language could either be Hindi or English, the official language or the associate official language to be taught compulsorily from V standard to X standard i.e., for six years. A student can also offer Hindi or English (which is not offered as compulsory language) as an optional language at this stage. In classes VIII to X all the students are required to study three languages, i.e., besides first and second language, Hindi or English whichever is not studied previously, is to be studied as third language for three years compulsorily from standard VIII to X. During these three years a student can also offer one or more modern Indian languages. At Higher Secondary stage a student has to study compulsorily any two of the languages, he has studied earlier or any two of the following and one or more modern Indian languages optionally :

1. Modern Indian Languages
2. Classical Languages
3. Modern Foreign Languages.

TABLE 1

School Stages at Which Language Under the Three Language Formula would be Introduced

Stages	Lower Primary			Higher Primary			Lower Secondary			Higher Secondary		
Age	6	7	8	9	10	11	12	13	14	15	16	17
Class	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Number of languages	One			Two			Three			Two		
Compulsory	Mother tongue or regional language			1. Mother tongue or regional language 2. Official language or associate official language			1. Mother tongue or regional language 2. Official language or associate 3. Whichever is not covered in 1 & 2 above			Any two studied earlier or any two of the following : 1. Modern Indian language 2. Classical languages, Indian or foreign, one or more 3. Modern foreign language		

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Optional language

(a) No.
(b) Type

Nil

Nil

One

Union official language or associate language whichever is not offered as compulsory language

One or more

Modern Indian language

One or more

Modern Indian language

Optional for languages in lieu of Hindi and English

Nil

1. Modern foreign language
2. Modern Indian language other than Hindi and English.

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Source : Report of the Education Commission (1964-66), Govt. of India Press, New Delhi, 1966, pp. 187-91.

The first, second and third languages are, thus, to be taught compulsorily for ten, six and three years respectively and two of the three languages studied earlier could be further studied for two years more. Optionally any one or more modern Indian languages could be studied for two, three or four years. Secondly, it is only the modern Indian languages including English, which are to be studied as first, second or third languages upto standard X. The classical languages can only be offered as an elective after standard X for two years, but the modern foreign languages can be studied for five years from standard VII if offered in lieu of Hindi and English.

However, the revised three language formula as recommended by the Education Commission (1966) and accepted by the Government of India is yet to be accepted and implemented by all the states and Union territories. Hence the general pattern of language instruction is not identical in all the parts of the country. It differs from place to place as per difference in the spread and distribution of the various linguistic communities and the language policies of the state governments.

Linguistic Scenario and Provisions for the Teaching of Languages in J & K State

The Jammu & Kashmir, which attracts people from all parts of the world for its enchanting natural beauty, is the northern most state of the Indian Union. Its linguistic situation is very peculiar and distinct from all the rest of the Indian states. It is a multilingual state. As stated earlier in spite of the fact that the three dominant languages—Ladakhi, Kashmiri and Dogri are being spoken in the three main regions of the state—Ladakh, Kashmir and Jammu, yet the state's cultural set up represents a synthesis of the predominantly Tibeto-Himalayan and Aryan streams with off-shoots representing local dialects.³⁴

There are in all 147 mother tongues in this Hilly state. Some of these are spoken by very small number of people. The principal mother tongues are Kashmiri and Dogri which are spoken roughly by 53 per cent and 24 per cent of the total population.³⁵ All the mother tongues, except Balti and Ladakhi are Aryan and belong to the Indo-European family of languages, whereas,

Balti and Ladakhi are Tibeto-Himalayan languages and belong to the Tibeto-Burman family. Details of the major mother tongues spoken in the state are given in Table 2.

Kashmiri has been started in Lower primary classes of the schools situated in the Kashmiri speaking areas of the state. Similarly, Ladakhi has been introduced in Leh Tehsil of the Ladakh district. Dogri has also been proposed to be started in the same way in the Dogri speaking areas of Jammu.

Assaan (simple) Urdu, though being the mother tongue of only 4 persons per 1,000 of population,³⁶ enjoys the status of official language of the state. Besides Urdu, English is also used in the Government offices.

Assaan (simple) Urdu, written in Persian and Devnagri scripts is used as the only medium of instruction in primary and middle schools, but in high and higher secondary schools, Urdu and Hindi are used as medium of instruction for social studies and domestic science and English for all other subjects. Students have to take either Urdu, Hindi or Punjabi as the first language at middle stage (classes VI-VIII) but English is taught as a compulsory second language. There is also provision for the study of any one of three classical languages Persian or Arabic or Sanskrit as third language at this stage. The study of either Urdu or Hindi or Punjabi as first language is conducted on optional basis at high school stage. English continues as a compulsory second language whereas, provision of the optional study of Persian or Arabic or Sanskrit as third language is continued.

English is a compulsory second language at higher secondary stage. Moreover any one of the modern Indian languages—Urdu or Hindi or Punjabi is to be studied as first language on compulsory basis. Each candidate is required to study the above said two languages as core subjects and can take all or two or one of the languages prescribed in the elective group, i.e., higher English, advanced study of Urdu or Hindi or Punjabi, and a classical language—Persian or Arabic or Sanskrit.

The perspective in Jammu, is, however, slightly different. A good number of dialects and sub-dialects are being spoken as mother tongue in Jammu region, also. The main dialects of the Jammu district is Dogri written in the Takri or Devnagri

TABLE 2
Mother Tongue Spoken by 10,000 or More Speakers in the State of Jammu and Kashmir

Sl. No.	Mother tongue	Language group belongs	Sub-family	Language family	Language belongs	Number of speakers
1.	Balti	Bhotia	Tibeto-Himalayan	Tibeto-Burman	Balti	33,358
2.	Ladakhi	Bhotia	Tibeto-Himalayan	Tibeto-Burman	Ladakhi	49,950
3.	Kashmiri	Dard	Aryan	Indo-European	Kashmiri	1,896,149 (R&U)
4.	Kishtwari	Dard	Aryan	Indo-European	Kashmiri	11,632 (R)
5.	Siraji-Kashmiri	Dard	Aryan	Indo-European	Kashmiri	19,978 (R)
6.	Hindi	Central	Indo-Aryan	Indo-European	Hindi	22,323 (U)
7.	Urdu	Central	Indo-Aryan	Indo-European	Urdu	12,445 (R)
8.	Dogri	Central	Indo-Aryan	Indo-European	Punjabi	869,199 (R&U)

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9.	Punjabi	Central	Indo-Aryan	Indo-European	Punjabi	109,174 (R&U)
10.	Gojri	Central	Indo-Aryan	Indo-European	Rajasthani	209,327 (R)
11.	Bhandarwahi	Western Pahari	Indo-Aryan	Indo-European	Bhandarwahi	33,318
12.	Pahari Unspecified	Western	Indo-Aryan	Indo-European	Pahari Unspecified	243,707 (R)

scripts. But Dogri is not a medium of instruction in schools. Hindi, is, therefore, taught as the first language at school in this area. The Dogri examinations have been started by the University of Jammu in Tilak, Praveen and Shiromani i.e., proficiency, high proficiency and honours in Dogri. Recently, additional/optional in Dogri for IX and X classes have also been introduced. Dogri is now one of the languages recognized by the Sahitya Academy.

Review of Previous Researches

The related research papers and articles available to the researcher are reviewed below.

Pattanayak *et al.* (1972), Chickermane (1967), and Saksena (1977) have tried to study the effect of environmental factors on the learning of English. Pattanayak reported that economic and socio-cultural background play significant role in the development of language skills. Social and economic deprivation have language skills. Social and economic deprivation have negative effect on language development. Chickermane also observed influence of environmental factors on the growth of language in children. Saksena studied the effect of school environment and verbal interaction with teachers on the students linguistic expression. He further reported that students attention towards learning the language was also a positive factor.

Ghosh (1977) tried to know the reasons of the backwardness of students in English. On the basis of his observations reported that lack of attention, maladjustment, absenteeism, bad company, and poor health were the causes of unsatisfactory performance in English language.

Indapurkar (1968), Dave and Saha (1968) studied errors made by the students in English language. Indapurkar reported that the students made frequent errors of pronoun and articles. Dave and Saha reported that errors in the grammatical structure and pronunciation were more common.

Narayanswamy (1969) on the basis of his study reported that reading comprehension could be developed through study of text-books and extra reading.

Mishra (1969) and Verma (1971) tried to find suitable means and measures for improving language of the students. Mishra

reported that inductive-method of grammar teaching and translation method, both being traditional method, had salutary effect on pronunciation and spelling. Verma suggested that the students be asked to speak, read, and write English right from the early stage. Exercise and repetition would bring a lot of improvement.

Sinha (1967) tried to find out the main factors responsible for the attainment in various aspects of English at High School stage. He reported that pronunciation, spelling and expression were influenced by the automatization factor.

Nair (1976) analysed the content presented in the English text-books in Kerala state at secondary stage. He observed that the lessons given in the text-books had high vocabulary load i.e., they had many new-words.

From the above description it is clear that no investigator studied the role of cognitive abilities in three languages taught simultaneously.

Defining the Problem

Civilization and language are vitally connected and the transmission of culture takes place through language. Transmission of culture is one of the main aims of education and no child can understand his cultural background if he is not conversant with his mother tongue and allied language.

School going children face enormous difficulty particularly at secondary stage when they are taught three languages simultaneously. The difference in the structure of various languages and varying words caused confusion and retroactive interference. Students fail to achieve better marks not only in the languages but also in other subjects e.g., students who have no proficiency in English would not be able to answer question on geography if they are asked to write in English. The lack of knowledge of English, would prevent them from securing better marks.

Proficiency in any language depends upon several abilities, e.g., ability to comprehend the meaning of the given passage through reading or hearing, ability to speak and spell the words correctly and ability to speak or write according to the rules of grammar. The present study is primarily aimed at

finding out which of these abilities have much influence over the learning of three languages, Hindi, Sanskrit and English being taught simultaneously at the high school stage in Jammu region. Hindi is taught as the first language while Sanskrit is taught as the second language and English as the foreign language. The researcher was also keen to know which of these abilities are allied, i.e. supplement effect of each other on the learning of any language or all the three languages mentioned above.

The present study differs from other investigations reviewed earlier in the sense that the ability to comprehend meaning of passages in English, Hindi and Sanskrit through reading and listening has been extensively studied under it. The abilities to speak correctly and to understand rules of grammar of these languages have also studied.

Jammu and Kashmir state presents a unique model of a trilingual situation. The interaction of the first language (Hindi) which is, however, not the mother tongue, the related classical language (Sanskrit) which, though now not a spoken language but still having close affinities with the mother tongue from which the latter, like most of the other languages of the country, is derived, and a foreign language, which though alien has long played role of a link-language, provides a challenge both to the learners and the teachers. This situation, unique as it is, is paradoxically also typical of the Indian subcontinent. The present study, thus, it is hoped, would provide a model to the investigation of the problem of language teaching in a complex linguistic environment.

Aims of the Investigation

Keeping the above problem following specific objectives were set :

1. To prepare tests on three abilities—comprehension of Hindi, English and Sanskrit passages through reading and listening; ability to speak and spell words in these languages correctly, and ability to know rules of grammar of these languages.

2. To study the distribution of scores in the tests separately.
3. To study the degree of relationship between the different tests in each language.
4. To find which of the above three abilities is responsible for the relationship between the above tests.

Hypotheses

Following hypotheses have been formulated keeping above aims in view :

1. The scores of the students in various tests would be normally distributed.
2. There would be significant degree of relation between the scores in the tests.
3. There would be an identical pattern of factor loadings against the dominant factor in the three languages.

First hypothesis will be tested with the help of indices of skewness and kurtosis. Second hypothesis will be tested against the significance of the inter-correlation and the third hypothesis would be checked against the factor loadings.

Delimitations of the Present Investigation

This study was conducted under the following restrictions :

1. This study was confined to Jammu District.
2. Under this study only those girls of X class were selected who had offered three languages viz , Hindi, English and Sanskrit.
3. The socio-economic background and other factors which influence language learning could not be studied due to the fear of unmanageable size of work.

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Preparation of Tools and Data Collection

This chapter gives an idea about the tools and the sample which were employed in this research. After taking up a problem and deciding specific objectives, it becomes necessary to adopt or evolve a systematic procedure to collect related data. The researchers are often confronted with the problem of selecting the measuring tools or preparation of measuring devices in case they are not available. But it is often seen that tools available do not serve the purpose of a research as the items given in them are not suitable to the situations mentioned in the problem. The researchers had to construct the tests as no tests were available on the abilities considered under this study.

Selection of Linguistic Skills for English, Hindi and Sanskrit

A language exists in two forms—the spoken and the written. These two linguistic activities are associated with speech and writing—‘an encoding and decoding process’.¹ Speaking and writing themselves are the encoding process whereby, one communicates his ideas, thoughts or feelings through one or the other form of language. The listening and reading, on the other hand, are the parallel decoding processes by which one understand either a spoken or a written message. The main purpose of the language learning is, thus, to enable the learner to :

- (i) Understanding the language when spoken ;
- (ii) Speak comprehensively ;

- (iii) Read and understand it ; and
- (iv) Write it correctly.

According to Rivers² (1972), Halli³ (1975) and Crystal⁴ (1976), these four aspects constitute linguistic ability or competence in the target language and are called linguistic skills. In other words language teaching is basically helping the learner to get reasonably good command over the following four important language skills—(1) Reading, (2) Hearing (listening), (3) Speaking, and (4) Writing. However, the language skills are interwoven. For example, a child's understanding and skill in listening and speaking influence his ability in reading. In turn, listening, speaking and reading skills are reflected in his written expression.⁵ When linguistic skills therefore, are to be imparted, a learner has to—(i) read and understand, (ii) hear and understand, (iii) speak correctly, and (iv) write correctly. The researchers, thus, selected these four areas. These four areas have been described below.

1. Reading and Understanding

Learning to read is the major step in a student's language development. That is why, parents, and teachers ask the students to develop the habit of reading. Reading has received more attention than any other aspect of education. The ability to read well, is the basis for success in school and later, so there is small wonder that instructions in the early grades are organized around learning to read.⁶ By reading tests several times one becomes familiar with the words and the forms and by encouraging an informant to correct him constantly he is able to improve his pronunciation. By reading the same thing over and over he begins to identify more and more of the meaningful units.⁷

But reading without understanding (comprehension) is useless. The students should be able to retain not only the sense of a simple sentence but also the main idea of the entire paragraph. When one says he has read a letter, it means that he knows its contents. He has got a sense which the words of that letter were meant to convey.

In the process of learning to read one masters the symbols of written language—letters of the alphabet and the sounds they

represent. One also learns word meanings and sentence patterns. Understanding main ideas recognizing and relating details, making inferences, drawing conclusions and predicting outcomes are reading skills that children learn and practice in a language reading programme. Such a programme has two main aims. First, it teaches children to read critically and at the proper speed. Second, it produces children who like to read and who read on their own as a form of recreation.⁸

In any language teaching programme, whether it is mother tongue, a second language, a foreign language or a classical language, developing the ability to read is the primary objective. The skills of any language can be mastered only when the learner has the ability to read and comprehend the material available in his subjects of study.

2. *Hearing and Understanding*

Hearing and understanding can also be called, the listening comprehension. The role hearing plays in the communication and understanding process has always been overemphasized. It involves attentive accurate hearing and interpretation of what is heard. A person gains both information and pleasure from listening. Like reading, listening requires the listener to identify main ideas and related details, to make inferences and to draw conclusions. Practice in directed listening develops critical and appreciative listeners and, in turn, it also develops more effective speakers.⁹

Hearing is being recognized as a receptive language skill, an important way of gaining ideas and information, "perhaps as important a factor in man's day-to-day communication activities as that of seeing". Hearing plays important role in the process of absorbing words into one's mind. Hearing is the shortest way of applying the mind totally to the understanding and absorption of language. By hearing one can grasp and write down the ideas of externally long and complex sentences. Hearing is both receptive and intake activity needed to gain the information.

"In the comprehension of ideas or information, the listener uses skill with which he—(i) determines the main ideas,

(ii) chooses the details, (iii) organizes ideas of information heard, (iv) selects facts pertinent to a purpose, and (v) detects clues as to the direction of the speaker's thoughts".¹⁰

3. *Speaking Correctly*

Speech is still the chief vehicle in industry, politics and religion for ideas to pass and relationship to be expressed. Speech affects people more closely than what is written.¹¹ The 'livingness' of language, on the other hand, is most clearly manifested in speech which welcomes, assimilates, experiments, leaving the ultimate rejection or acceptance to the performance of writing.¹² "Speaking, thus, involves the selection and organization of ideas, and the ability to communicate these ideas orally. Effective speaking requires clear enunciation, correct pronunciation, and an audible voice. Speaking usually takes the form of conversation or discussion. Most conversations tend to develop into discussions on a particular topic of interest to the listeners. It also includes oral reading of prose and poetry, giving directions, making reports, reciting poetry, telling stories, and dramatics in one form or another."¹³

All normal children, therefore, learn to speak before they learn to write.¹⁴ Speaking is, however, a skill which can be separated from knowledge of a language. People can acquire excellent speaking skill or pronunciation even without understanding any of the word. They are pronouncing so well. The perfection of pronunciation skill requires the concentrated practice which involved in the mimicry—memorization technique.¹⁵

4. *Writing Correctly*

Writing is one of man's greatest achievements, close to his conquest of fire and his invention of the wheel. "Written expressions involves the art of composition and the skill of recording the composition for another reading. Writing letters; expressing one's ideas, opinions, emotions, and reactions; and writing original poems or stories are the usual forms of creative composition, or expressional writing. Giving directions, explaining or documenting a position or opinion, and sharing information are referred to as factual or expository writing."¹⁶

A literate man, therefore, is one who can understand written language. The written language is the repository of the finest literary achievements of a society. Ancient inscriptions on stone walls and clay tablets, medieval manuscripts on skin or paper, and modern books in libraries preserve the record of the past for the future. "If one wishes to discover, what is finest, what is most beautiful, what is, quite simply, best, it is to the written literature that one looks".¹⁷ In short, writing preserves civilizations through time and across space.

Language, therefore, means written language and writing down the language is most important. If a language has no writing system, it will die when the last speaker dies. With the death of language the tales, songs, traditions and wisdom of its culture also die. Hence writing is always a representation of speech. In the development both of the individuals child and also the human race, speech proceeds writing.

Preparation of Tests in Selected Skills or Areas of English, Hindi and Sanskrit

After selecting the different linguistic skills the researcher prepared a set of fifteen tests (5 each for English, Hindi and Sanskrit). The details of which have been given as under. The tests are comprised of :

- (i) A test on reading and understanding ;
- (ii) A test on hearing and understanding ;
- (iii) A test on speaking correctly ;
- (iv) A test on writing correctly. This test has two parts :
 - (a) Spelling test, and
 - (b) Test on grammar and composition.

(a) A Test on Reading and Understanding

The test on reading and understanding was an objective type group test. Only those students were selected who had offered three languages (English, Hindi and Sanskrit). An unseen passage in each of the three languages was selected by the researcher after the consultation with the language teachers

having minimum 10 years teaching experience. The passages were selected according to the level of 10th class students. After that the following were the three types of questions on these selected passages :

- (i) There were 12 questions. Against each question four answers were given, out of them one was correct. The testees were asked to tick (✓) one alternative they regarded as correct.
- (ii) There were 12 incomplete sentences. Four alternatives were given under each sentence and out of them one was correct. The testees were asked to complete the sentence by filling up one alternative they regarded as correct.
- (iii) The eleven difficult words from the same passage were given alongwith four likely meanings out of which one was correct. The students were asked to tick off (✓) one alternative they thought to be correct.

(b) Test on Hearing and Understanding

The test of hearing and understanding was also a group test of objective type. Three different unseen passages on each language were selected by the researcher with the consultation of language teachers having minimum 10 years teaching experience of high school classes. These passages were read aloud by the researcher at different times. Each passage was read aloud to the testees three times. During the reading (which was at the normal speed) students were not allowed to make notes. After the third reading they were asked to write the answer of the questions (on each passage) on the given answer sheet. There was no time limit. There were 10 questions on the first passage, 14 on the second and 15 on the third passage.

(c) Test on the Speaking Correctly

The test on speaking correctly was related with pronunciation. It was an individual oral test. The language teachers were asked to mention those words which were often mispronounced

by the Dogri speaking students. The words were selected keeping in view the vocabulary level of 10th class. Simple sentences containing these words were framed.

The total number of the words was 25. The reading of these 15 sentences took on the average about 1.5 to 3 minutes.

Each testee was asked to read these sentences before three teachers. Each of them awarded marks to each testee and the average of the three examiners for each testee was taken as final score.

(d) A Test on Writing Correctly

The test on writing correctly in three languages was divided into two parts :

- (i) Spelling test, and
- (ii) A test on grammar and written composition.

These were group tests which are discussed below :

Spelling Test : Fifty words, in each language were collected from the text-books prescribed by the J&K Board of School Education of Jammu & Kashmir State. However, the pattern of a test on spelling in English was different from those in Hindi and Sanskrit. In the test on English spelling, the words along with three likely spellings, were given under category 'A'. Whereas two misspelt along with the correct spelling of the English word was given under category 'B'. The meaning of the English word in Hindi provided for spotting out the English words spelt correctly. The testees were then asked to tick the correct spelling of the word under category 'A' which meant what was given under category 'B'.

As the same pattern could not work in all the three languages, in Hindi and Sanskrit particularly, fifty sentences in each with gaps were given. In front of each sentence a word with three spellings was also given in brackets and out of three, one was correct. The testees were, therefore, asked to fill up the gap in each sentence with a word given in brackets against each sentence which they regarded as correct.

A test on Grammar and Written Composition : A test on grammar and written composition was divided into two parts 'A' and 'B'.

A—A Test on Grammar, and

B—A Test on Composition.

A. A Test on Grammar

A test on grammar in English consisted of seven questions of different parts of grammar. Question 1 contained twelve sentences with blank spaces. A verb in bracket against each sentence was given. The testee was asked to write the correct form of the verb given in the space (so as to make the sentence meaningful). In question 2, articles were given along with the ten sentences with blank spaces. The testees were asked to fill up an appropriate article in the blank of each sentence wherever required.

Questions 3, 4, 5 & 6 comprised of 10 sentences along with a list of pronouns, relative pronouns, prepositions and conjunctions were given on the top of each question respectively. The testees were asked to fill up the space in each sentence by selecting appropriate pronoun, relative pronoun, preposition, conjunction etc. given in the list. However, Question No. 7 comprised of eighteen sentences and testees were asked to change each sentence in accordance with the direction given in the brackets. The desired changes were to change some of the sentences into negative, some interrogative, some indirect forms and some into simple sentences. Almost same pattern was followed in a test on grammar in other two languages.

B. A Test on Written Composition

After going through the grammar and composition books prescribed for High School classes by the J & K Board of School Education, the researcher prepared a list of ten topics for written composition in English and Hindi respectively. Cyclostyled copies showing these topics were circulated among the language teachers with minimum ten years' experience of teaching high school classes, and they were asked to tick off the topic for

composition they considered to be more suitable. They were also required to arrange the topics on the basis of their importance. On the basis of their opinion, the two topics coming on the top priority were selected ultimately. The testees were asked to write about 100 words on each of the selected topics.

The students were asked to translate 20 Hindi sentences into Sanskrit. These sentences were selected by the researcher from the book on Sanskrit Grammar prescribed by the J & K Board of School Education and also got approved by the teachers concerned.

Sampling

The sampling is fundamental to all the empirical investigation as it is beyond the capacity of an ordinary researcher to work on the entire universe, unless it is too small. He has to be contented with some individuals or subjects who can be sufficiently representatives of the whole population. Moreover, to work, on a sample saves times, labour and money.

Sampling design mostly depends on the problem at hand. The sample consisted of students drawn from the high schools of Jammu District. The investigator adopted the techniques of random sampling while selecting the institutions.

In all, the ten institutions were randomly picked up. Out of which to preliminary draft of the tests was administered to 370 students for tryout.

The final tests (Appendix 1, 2 and 3) were administered to 400 tenth class girls randomly selected from the district of Jammu. The names of the institutions and number of girls who took the tests are shown in Table 3.

Scoring Procedure

Scoring keys were prepared and '1' mark was awarded to every correct alternative and '0' against every incorrect alternative. Thus, only correct responses were counted in all the five tests on each of the three languages. The scores were tabulated and analysed. They have been presented under Chapter 3.

TABLE 3

Institutions Selected for the Final Draft

Sl. No.	Name of the Institution	No. of students who took the test
1.	Govt. Girls Hr. Sec. School, Jammu	15
2.	Govt. Girls High School, City Chowk, Jammu	20
3.	Govt. Girls High School, Bakshinagar, Jammu	22
4.	Arya Kanya Vidyalaya, Purani Mandi, Jammu	23
5.	Govt. Girls High School, Satwari	25
6.	Govt. Girls Higher Sec. School, Gandhi Nagar, Jammu	24
7.	Arya Girls High School, Kachi Chowni, Jammu	20
8.	Govt. Girls Hr. Sec. School, Canal Road, Jammu	20
9.	Govt. Girls Hr. Sec. School, Rehari, Jammu	15
10.	S.D. Kanya Vidyalaya, Jammu	20
11.	G.G. High School, Kachi Chowni, Jammu	22
12.	Govt. Girls High School, Domana	21
13.	Govt. Girls High School, Akhnoor	22
14.	Govt. Girls High School, Nagrota	15
15.	Govt. Girls High School, Miran Sahib	27
16.	Govt. High School, R.S. Pura	20
17.	Govt. Girls High School, Bishnah	20
18.	Govt. Girls High School, Gho Manasan	15
19.	B.S.M.G.G. High School, Suchani	18
20.	Govt. Girls High School, Samba	16
Total		400

Item Analysis

The answer sheets of 370 students were arranged in the ascending order. The sheets of upper and lower 27 per cent were taken out and percentage of upper and lower groups giving correct responses to each item were worked out. The discriminating indices and difficulty-values of the items were seen from C.T. Fan's Table.¹⁸

Reliability of the Test

Reliability of a test indicates consistency in the scores and removes scope for the personal whims of the evaluators. In this study split-half method was used to estimate the reliability of various tests. All the tests were divided into two equal halves.

The test on speaking the language correctly was administered by the researcher with the help of two other teachers of respective institutions—one, who was teaching the respective language to the class and other language teacher of that very institution, but not teaching that language to the class. The average of the points awarded by all the three (i.e. the researcher and the two language teachers) was taken as the final score.

The correlation between the two halves of each test was calculated and reliability of each test on three languages was calculated by the split-half method. The reliability coefficients have been shown in Table 4.

Validity of the Tests

The question of validity poses the problem of finding a suitable external criterion. Generally validity is studied by comparing test-results with the available criterion. The concurrent external criterion used are, teacher's rating, standard test on similar area and observations by the researcher. The validity shows relationships between two measuring devices which are meant to test the same phenomenon or areas. The selection of the criterion for the validation of the prepared tests was a difficult task as no standard tests were available. The scores of the students in three languages at the Matric examination (annual)

TABLE 4

Reliability Indices of Different Tests

Sl. No.	Tests	Reliability of half test	Method used	Reliability of total tests
1.	Reading and understanding in English	.64	Split-half	.78
2.	Reading and understanding in Hindi	.63	-do-	.77
3.	Reading and understanding in Sanskrit	.77	-do-	.87
4.	Hearing and understanding in English	.87	-do-	.93
5.	Hearing and understanding in Hindi	.70	-do-	.82
6.	Hearing and understanding in Sanskrit	.58	-do-	.73
7.	Writing correctly (spelling test) in English	.77	-do-	.87
8.	Writing correctly (spelling test) in Hindi	.80	-do-	.89
9.	Writing correctly (spelling test) in Sanskrit	.75	-do-	.86
10.	Writing correctly (grammar test) in English	.55	-do-	.73
11.	Writing correctly (grammar test) in Hindi	.89	-do-	.94
12.	Writing correctly (grammar test) in Sanskrit	.67	-do-	.80

of J&K Board of School Education, 1981 was used as the external criterion. The researcher selected 100 students through random sampling out of the first sample of 400 students of Jammu District. Their two set of scores, the test scores and the scores at the Matric examination were recorded and the correlation between the scores were calculated for the three languages. The values of r 's came to be .69, .80 and .72 for English, Hindi and Sanskrit respectively.

Statistical Technique Employed

The raw scores fail to reveal any trait or trend unless they are analysed with the help of suitable statistical techniques. Item Mean and S.D., Skewness and Kurtosis, Percentile, Correlation Co-efficients and Factor Loadings techniques were employed.

The raw scores have been presented under the following statistics were calculated from these raw scores.

(i) Mean and Standard Deviation

They revealed average performance of the students and individual differences in their scores.

(ii) Indices of Skewness and Kurtosis

The indices of skewness and kurtosis were calculated for checking the symmetry of the distribution of scores.

(iii) Percentiles

The percentiles were calculated for establishing norms for the scores in various tests.

(iv) Correlation Coefficients

They were worked out to check the degree of relation between the tests used.

(v) Factor Loadings

The factor loadings were extracted to find out the ability which was responsible for relationship between the tests on language abilities.

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3

Analysis of Data

The final draft of all the tests in all the three languages was administered on the randomly selected sample. The scores obtained were analysed by using the statistical techniques mentioned in the last chapter. The mean scores for all the tests in the three languages, selected for the present study, were calculated. The inter-correlations were also calculated among the five tests separately. The Thurston's Centroid method of Factor Analysis was used for extracting factor loadings against various tests.

The extracted factors do not reveal any psychological meaning until and unless their proximity to the related axis is not ascertained and for this axes were rotated. The rotation of factor loadings was done by using the orthogonal method. The statistical results have been presented under separate captions which are as follows.

Frequency Distribution of Scores

The raw scores for each of the five tests and total scores in three languages were tabulated as shown in Tables 5 to 8.

Mean and Standard Deviation

The mean scores and standard deviation were calculated from the scores in the five tests on language abilities and skills.

The calculated values are shown in Table 9.

TABLE 5

Obtained and Smoothed Frequency Distribution for the Total Scores in the Tests on the Abilities in Three Languages

<i>c i</i>	<i>English</i>		<i>Hindi</i>		<i>Sanskrit</i>	
	<i>f</i>	<i>sf</i>	<i>f</i>	<i>sf</i>	<i>f</i>	<i>sf</i>
	0	0.66	0	2.33	0	2.33
110-119	2	2.00	7	6.00	7	7.66
100-109	4	4.00	11	15.66	16	18.00
90-99	6	13.00	29	25.00	31	34.00
80-89	29	24.66	65	58.33	55	34.00
70-79	39	43.66	81	77.33	63	82.33
60-69	63	55.30	86	81.33	69	66.00
50-59	64	64.66	77	66.33	66	65.33
40-49	67	72.33	36	40.00	61	52.66
30-39	86	63.33	7	14.66	31	31.00
20-29	37	42.00	1	2.66	1	10.66
10-19	3	13.33	0	0.33	0	0.33
	0	1.00				
	N=400		N=400		N=400	

Skewness and Kurtosis

The deviation of the scores from normalcy was checked with the help of indices of skewness and kurtosis. The calculated values of the indices of skewness and kurtosis are presented in Tables 10, 11 and 12. Values of indices of skewness and kurtosis for the total scores in the five linguistic abilities are given in Tables 10 to 12.

TABLE 7

Obtained and Smoothed Frequency Distribution for the Scores in Five Tests of Hindi

c.i.	Test 1		Test 2		Test 3		Test 4		Test 5	
	f	sf	f	sf	f	sf	f	sf	f	sf
36—38									0	0.33
33—35									1	2.00
30—32							0	.33	5	3.00
27—29	0	.33					1	2.46	3	7.66
24—26	1	2.66	0	8.66	0	.33	7	17.00	15	11.33
21—23	7	13.33	26	40.00	1	2.33	43	42.66	16	22.00
18—20	32	39.00	94	77.33	6	12.33	78	76.00	35	34.33
15—17	78	68.66	112	91.33	30	41.00	107	83.66	52	51.66
12—14	96	84.66	68	79.00	87	98.33	66	120.00	68	62.66
							55	50.66	68	69.33

Trilingual Aspects of Language

Analysis of Data

9—11	80	84.66	57	52.33	178	119.33	31	41.33	72	58.66
6—8	78	60.33	32	32.33	93	92.00	7	14.33	36	45.00
3—5	23	35.33	8	14.33	5	32.66	5	4.00	27	21.66
0—2	5	9.33	3	3.66	0	1.66	0	1.66	3	19.33
	0	1.66	0	1.66					0	0.66

Test 1 stands for reading and understanding; Test 2 stands for hearing and understanding; Test 3 stands for speaking correctly; Test 4 stands for spelling test and Test 5 stands for grammar test.

TABLE 8
Obtained and Smoothed Frequency Distributions for the Scores in the Tests on
Sanskrit Language Abilities

c.i.	Test 1		Test 2		Test 3		Test 4		Test 5	
	f	sf	f	sf	f	sf	f	sf	f	sf
45—47									0	1.00
42—44									3	1.66
39—41									2	4.66
36—38									9	9.66
33—35									18	16.66
30—32							0	3.33	38	35.33
27—29							10	8.33	45	47.00
24—26	0	7.66	0	.33			15	18.66	58	71.66
21—23	23	28.66	1	3.66	0	1.33	31	34.66	54	53.33

Trilingual Aspects of Language

Analysis of Data

18—20	63	49.33	10	15.33	4	5.00	58	57.33	48	48.66
15—17	62	52.33	35	38.00	11	21.33	83	127.00	44	38.33
12—14	62	65.33	69	54.33	49	56.66	74	76.00	23	26.33
9—11	72	63.33	59	81.66	110	103.00	71	62.66	12	17.00
6—8	56	62.33	117	95.00	150	111.66	43	43.00	16	11.66
3—5	59	39.33	109	75.33	75	75.33	15	19.33	7	7.66
			0	36.33			0	5.00	0	2.33
0—2	3	20.66			1	25.33				
	0	1.00			0	.33				

Test 1 stands for reading and understanding; Test 2 stands for hearing and understanding; Test 3 stands for speaking correctly; Test 4 stands for spelling test and Test 5 stands for grammar test.

TABLE 9

Mean and Standard Deviation for the Scores in Different Tests in English, Hindi and Sanskrit

Tests	English		Hindi		Sanskrit	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	7.53	4.04	11.78	4.39	12.25	5.71
2	7.54	3.43	14.64	4.39	8.65	4.34
3	7.97	2.85	10.43	2.79	8.27	3.06
4	14.31	6.05	17.99	4.83	14.46	5.50
5	14.99	6.86	14.80	6.70	23.29	8.44
For Total Scores	52.59	19.19	69.63	16.58	66.91	19.42

Test 1 stands for reading and understanding; Test 2 stands for hearing and understanding; Test 3 stands for speaking correctly; Test 4 stands for spelling test and Test 5 stands for grammar test.

TABLE 10

Values of Skewness and Kurtosis for English Language Tests

Tests	Number	Skewness	Kurtosis	Remarks
1	400	+1.434	.276	Platykurtic
2	400	.295	.278	Platykurtic
3	400	+3.399	.240	Leptokurtic
4	400	+ .6090	.288	Platykurtic
5	400	+5.561	.265	Platykurtic
For Total Scores	400	+2.5421	.826	Platykurtic

Test 1 stands for reading and understanding; Test 2 stands for hearing and understanding; Test 3 stands for speaking correctly; Test 4 stands for spelling test and Test 5 stands for grammar test.

TABLE 11

Values of Skewness and Kurtosis for Hindi Language Tests

Tests	Number	Skewness	Kurtosis	Remarks
1	400	+5.167	.599	Platykurtic
2	400	-9.439	.280	Platykurtic
3	400	+6.335	.244	Leptokurtic
4	400	+1.980	.268	Platykurtic
5	400	-5.763	.578	Platykurtic
For Total Scores	400	-6.923	.282	Platykurtic

Test 1 stands for reading and understanding; Test 2 stands for hearing and understanding; Test 3 stands for speaking correctly; Test 4 stands for spelling test and Test 5 stands for grammar test.

TABLE 12

Values of Skewness and Kurtosis for Sanskrit Language Tests

Tests	Number	Skewness	Kurtosis	Remarks
1	400	-4.328	.303	Platykurtic
2	400	+2.126	.302	Platykurtic
3	400	+3.524	.563	Platykurtic
4	400	-6.976	.268	Platykurtic
5	400	-2.125	.261	Leptokurtic
For Total Scores	400	-3.839	.287	Platykurtic

Test 1 stands for reading and understanding; Test 2 stands for hearing and understanding; Test 3 stands for speaking correctly; Test 4 stands for spelling test and Test 5 stands for grammar test.

Correlation Co-Efficients

The linear correlation between different tests of all the linguistic abilities associated with the three languages and the total scores were calculated with a view to see which abilities were highly related with the other. Tables 13, 14 and 15 show the inter-correlations separately in the three languages.

TABLE 13

Inter-Correlations Between Different Language Tests of English

Tests	1	2	3	4	5
1	—				
2	.58	—			
3	.19	.25	—		
4	.38	.56	.35	—	
5	.62	.61	.24	.57	—

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition respectively.

TABLE 14

Inter-Correlations Between Different Language Tests of Hindi

Tests	1	2	3	4	5
1	—				
2	.49	—			
3	.34	.21	—		
4	.36	.36	.14	—	
5	.52	.44	.24	.44	—

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition respectively.

TABLE 15

Inter-Correlations Between Different Language Tests of Sanskrit

Tests	1	2	3	4	5
1	—				
2	.46	—			
3	.32	.25	—		
4	.32	.32	.09	—	
5	.48	.53	.25	.41	—

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition respectively.

One of the objectives of the present study was to have a picture of the constituent factors present in all the five tests of the three languages taken together. For this purpose 105 inter-correlations were computed as shown in Table 13.

The extraction of factors was possible only upto second factor loadings. Further extraction was stopped as the values in different cells appeared with minus signs in more than half cells of the matrix.

Factor Analysis

The main objective of factor analysis is to interpret inter-correlation among test scores and other variables through a smaller number of psychological dimension which account for the wide diversity of individual performance. The factor-analysis was, therefore, applied in order to spot out the dominating factor and to give in the context of relationship among the language ability tests. The factor loadings (upto 2nd factor were) calculated from the correlation matrix shown in Tables 13, 14 and 15. Thurston's centroid method was used for extracting factors by putting highest r of the column in the diagonal cell and rotation was done.

TABLE 16
Correlation Matrix of 15 Tests of English, Hindi and Sanskrit

Tests	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	.62	.58	.19	.38	.62	.23	.20	.16	.13	.31	.33	.26	.14	.28	.24
2	.58	.61	.25	.56	.61	.34	.28	.17	.21	.37	.45	.50	.30	.23	.37
3	.19	.25	.64	.35	.24	.32	.21	.64	.14	.29	.27	.17	.56	.13	.27
4	.38	.56	.35	.57	.57	.38	.22	.27	.20	.33	.46	.35	.39	.23	.35
5	.62	.61	.24	.57	.62	.23	.20	.22	.13	.27	.29	.31	.25	.18	.28
6	.23	.34	.32	.38	.23	.52	.49	.34	.36	.52	.45	.37	.34	.20	.37
7	.20	.28	.21	.22	.20	.49	.49	.21	.36	.44	.29	.33	.21	.14	.24
8	.16	.17	.64	.27	.22	.34	.21	.64	.14	.24	.25	.19	.44	.06	.24
9	.13	.21	.14	.20	.13	.36	.36	.14	.44	.44	.21	.30	.15	.23	.22

10	.31	.37	.29	.33	.27	.52	.44	.24	.44	.52	.36	.38	.28	.19	.31
11	.33	.45	.27	.46	.29	.45	.29	.25	.21	.36	.48	.46	.32	.32	.48
12	.25	.50	.17	.35	.31	.37	.33	.19	.30	.38	.46	.53	.25	.32	.53
13	.14	.30	.56	.39	.25	.34	.21	.44	.15	.28	.32	.25	.56	.09	.25
14	.28	.23	.13	.23	.18	.20	.14	.06	.23	.19	.32	.32	.09	.41	.41
15	.24	.37	.27	.35	.28	.37	.24	.24	.22	.31	.48	.53	.25	.41	.53
Total	4.05	5.22	4.03	5.04	4.40	4.94	3.82	3.57	3.82	4.73	4.94	4.72	4.92	3.02	4.56

The rotation of reference axis was done in order to place all the tests within orthogonal structure and to study affinity of various tests with the factors. The axis were rotated by orthogonal method.

Both rotated and unrotated factor loadings have been shown in Tables 17 to 20.

Decile Norms

A centile point is value on the measurement scale below which are any given percentage of cases. The deciles divide the distribution of scores into ten parts just as quartiles divide it into four quarters and the medium into two halves.

The decile norms were calculated for locating the position of an individual against his scores in the three tests (Table 21). Any individual falling above 80th percentile of 8th decile would be considered as a high scorer and other individual falling below 30th percentile or 3rd decile would be taken as a low scorer or poor performer.

The obtained results have been interpreted in the next chapter.

TABLE 17

Factor Loadings and Communalities for English Tests

Tests	Unrotated loadings		Rotated loadings		Specific variance
	I_0	II_0	I_1	II_1	h^2
1	.7057	-.3377	.7586	.1912	.6119
2	.7707	-.1211	.6701	.3994	.6085
3	.4074	.4900	.0000	.6374	.4062
4	.7175	.2188	.4119	.6268	.5625
5	.7854	-.1675	.7110	.3732	.6447

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition, respectively.

TABLE 18
Factor Loadings and Communalities for Hindi Tests

Tests	Unrotated loadings		Rotated loadings			Specific variance
	I ₀	II ₀	h ²	I ₁	II ₁	h ²
1	.7277	.1245	.5450	.3771	.6346	.5449
2	.6474	-.0772	.4250	.4784	.4428	.4248
3	.4145	.3531	.2964	.0000	.5444	.2963
4	.5678	-.2851	.4035	.5851	.2474	.4035
5	.7049	-.1235	.5120	.5510	.4565	.5119

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition, respectively.

TABLE 19
Factor Loadings and Communalities for Sanskrit Language Tests

Tests	Unrotated loadings		Rotated loadings			Specific variance
	I ₀	II ₀	h ²	I ₁	II ₁	h ²
1	.6817	.1416	.4848	.3422	.6065	.4849
2	.6917	-.0690	.4831	.5073	.4755	.4834
3	.4070	.3558	.2922	.0000	.5407	.2923
4	.5129	-.2675	.3347	.5390	.2101	.3346
5	.7281	-.1710	.5593	.6080	.4358	.5595

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition, respectively.

TABLE 20
Factor Loadings and Communalities of 15 Tests in Three Languages

Tests	Unrotated loadings		Rotated loadings		Specific variance
	I_0	II_0	I_1	II_1	h^2
1.	.5488	-.2147	.5493	.2131	.3471
2.	.6852	-.2245	.6564	.2982	.5197
3.	.5488	.5663	.0210	.7882	.6216
4.	.6593	-.0297	.5055	.4242	.4354
5.	.5900	-.1327	.5242	.3014	.3655
6.	.6417	-.0227	.4879	.4174	.4122
7.	.5065	-.0964	.4382	.2717	.2658
8.	.4948	.5381	.0004	.7310	.5343
9.	.4301	-.1522	.4196	.1788	.2079
					.7921

10.	.6170	-.1220	.3956	.5369	.3275	.3954	.6064
11.	.6370	-.2913	.4907	.6661	.2163	.4903	.5097
12.	.6170	-.2124	.4258	.6564	.2609	.4256	.5744
13.	.5324	.4126	.4536	.1130	.6639	.4534	.5466
14.	.4019	-.3740	.3014	.5489	-.0036	.3012	.6988
15.	.5982	-.1046	.3687	.5112	.3275	.3685	.6315

Tests 1, 2, 3, 4 and 5 stands for reading and understanding; hearing and understanding; pronunciation; spelling and grammar and composition, respectively.

TABLE 21
Decile Note for English, Hindi and Sanskrit

Tests	P ₁₀	P ₂₀	P ₃₀	P ₄₀	P ₅₀	P ₆₀	P ₇₀	P ₈₀	P ₉₀
English									
1.	2.5841	3.7057	4.8271	5.4247	6.9867	8.0486	9.5147	11.2791	13.6874
2.	2.1666	2.7666	4.0999	5.4333	7.0199	8.6451	10.5806	12.8695	15.7852
3.	4.0000	5.5833	6.2500	6.9166	7.5833	8.2499	9.2978	10.5744	12.3684
4.	5.7666	8.4333	10.6272	12.5909	14.4090	16.2272	18.1101	20.1440	22.4038
5.	7.1956	9.2142	10.6428	12.1057	14.9000	15.6818	17.5000	20.0531	23.6750
Total	29.5000	34.1511	38.5023	44.5746	50.5937	56.3437	63.1507	69.5000	79.8448
Hindi									
1.	5.9615	7.4999	9.0250	10.5250	11.9374	13.1875	14.4374	15.9615	17.5000
2.	8.2187	10.4473	12.3823	14.1470	15.3571	16.4285	17.5000	18.7765	20.0531
3.	6.6290	7.1993	8.8707	9.5449	10.2191	10.8932	11.6379	13.0173	14.3965
4.	11.2096	13.5181	15.4999	17.3181	18.5093	19.6308	20.8461	22.3846	24.2671
5.	6.4166	9.1249	10.7916	12.5147	14.2794	16.0441	17.9038	21.2115	23.5000
Total	48.3888	54.1753	49.3701	46.0348	68.6860	73.5740	78.5123	84.4230	91.9137

Sanskrit

1.	4.3813	6.4642	8.5833	10.2499	11.9838	13.9193	14.8516	17.7857	19.6904
2.	3.0009	4.7018	5.7820	6.8076	7.8333	9.2118	11.2457	13.0217	15.0142
3.	4.0600	5.5799	6.3799	7.1800	7.9799	8.8818	9.9727	11.0636	12.9693
4.	7.2441	9.4295	11.1197	12.7567	14.3783	15.8383	17.2831	19.2586	22.0483
5.	12.1521	16.0000	18.6250	21.0555	23.2777	25.3620	27.7000	30.5263	34.4565
Total	40.8114	47.3688	53.5909	59.6449	65.4420	71.4047	77.7539	84.7729	94.0161

Findings and Interpretations

Interpretation of the obtained result under any investigation is probably the most crucial act. Through interpretation the investigator tries to relate the observed facts with the prevailing conditions, practices and concepts. The investigator tries to give meaning to the obtained data. If the data represent body, interpretation is its soul and spirit.

The data and the statistics presented in the third chapter have been interpreted keeping psychological aspects of children and the educational situations in view.

Distribution of Scores in the Five Tests on Language Abilities in English, Hindi and Sanskrit

The scores of the five tests and the total scores in the three languages have been shown in Tables 5 to 8.

(i) Distribution of Scores in Five Language Ability Tests in English

The frequency distribution for the scores in the five tests reading and understanding, hearing and understanding, ability of speaking correctly, spelling and grammar have been presented in the Table 6. The indices of skewness and kurtosis for the scores in these five tests along with their total scores have been presented in the Table 10.

Positive skewness appears in the distribution of scores in the test on reading and understanding, skill of speaking,

spelling and grammar. The values of indices of skewness for the scores in these tests came to be +1.434, +3.999, +6.090 and +5.561 respectively. Only the test on the hearing and understanding ability shows less positive skewness and the value of the index came to be .298.

Scores in four tests reading and understanding, hearing and understanding, spelling and grammar show slight platykurtic distribution. The values of the indices came to be .276, .278, .288 and .265 respectively. Scores in the test on skill of speaking correctly only show leptokurtic tendency value being .240.

The tendency of positive skewness coupled with platykurtic trend in the distribution of scores indicate that majority of girls secured poor marks in the English language ability tests. Development of these abilities depends upon practice of using words, and making of effort for knowing meaning and spelling of English words. The girls would be seldom speaking English language at their homes. The facility for improving English language written and spoken by high school students is unsatisfactory. Conversation in English, regular reading of English newspapers and periodicals help in developing above language skills associated with English attainment.

(ii) Distribution of Scores in the Five Language Abilities Associated with Hindi

The distribution of scores in the five tests on Hindi language abilities viz., reading and understanding, hearing and understanding, ability to speak the language correctly, spelling, and grammar have been presented in the Table 7.

The scores in tests on reading and understanding, speaking the language correctly and spelling show positive skewed distribution. The indices of skewness for these tests came to be +6.167, +6.335, and +1.980 respectively. The distribution of scores in hearing and understanding along with scores in Hindi grammar test shows negative skewness. The value of indices being -9.430 and -5.763 respectively.

All but one distributions of scores show slight platykurtic tendency. The distribution of scores in speaking the

language correctly test shows leptokurtic tendency and the value of its index came to be .244.

The girls secured unsatisfactory scores in three tests viz., reading and understanding, speaking and spelling. Reading, speaking and correct spelling of words depend upon efforts and practice made by the students. The negative skewness tendency in the distribution of scores against the tests on hearing and understanding indicates positive effect of the familiarity of language on achievement. Hindi is the second language in this region which is frequently used in daily life. The habit of using Hindi in daily would have helped the girls in securing better scores in Hindi grammar test.

(iii) Distribution of Scores in the Five Language Abilities in Sanskrit

The indices of skewness for the scores in various language abilities associated with Sanskrit presented in Table 12 reveal that scores in the hearing and understanding along with speaking the Sanskrit language correctly have positive skewness (+2.126 and +3.524 respectively). The scores in the tests on the abilities reading and understanding, correct spelling and grammar show negative skewness (values of the indices being -4.328, -6.976 and -2.125 respectively).

The poor marks in the ability to comprehend through hearing and speak Sanskrit language might be due to unfamiliarity of Sanskrit words. The students would have failed to comprehend Sanskrit words and sentences with which they were unfamiliar. They would also have made errors in speaking the language correctly due to lack of knowledge of correct pronunciation. Among the three languages (English, Hindi and Sanskrit), Sanskrit is least used in conversation with family members and other people.

Mean Values and Standard Deviations for the Scores in Various Tests in the Three Languages

The mean scores and standard deviations have been presented in Table 9. Subject-wise discussion on the average performance and individual difference in the scores has been made below.

(i) English Language

The mean values of the scores in the five language ability tests viz., reading and understanding, hearing and understanding, ability of speaking the language correctly, spelling, and grammar came to be 7.53, 7.54, 7.97, 14.31 and 14.99. The standard deviations came to be 4.04, 3.43, 2.85, 6.05 and 6.86 respectively.

The low level of performance would ultimately show positive skewness in the distribution of scores. The probable reasons for securing poor marks in the English language ability tests have already been given under previous captions on page 66.

(ii) Hindi Language

The mean values of the scores in the five tests on Hindi language abilities viz., reading and understanding, hearing and understanding, ability to speak the language correctly, spelling and grammar came to be 11.78, 14.64, 10.43, 17.99 and 14.80. The values of the standard deviations for these tests came to be 4.39, 4.39, 2.79, 4.83 and 6.70 respectively.

The average values in the tests of Hindi language abilities are better in comparison to English language ability tests. Familiarity and use of this language appear to be causes of better performance.

(iii) Sanskrit Language

The mean scores in the five language ability tests namely, reading and understanding, hearing and understanding, ability of speaking the language correctly, spelling and grammar came to be 12.25, 8.65, 8.27, 14.46 and 23.29 respectively. The values for the scores in these tests came to be 5.71, 4.34, 3.06, 5.50, and 8.44 respectively.

The better level of performance in Sanskrit grammar tests might be due to emphasis on the rules and principles associated with number, tense, form of verb and other parts of speech while teaching the language. Sanskrit is thought to be one of the most systematic languages and strict observance of rules is emphasized right from the beginning.

Intercorrelations

Tables 13 to 15 indicate that all the intercorrelations between five tests of each language i.e., English, Hindi and Sanskrit are significant either at .05 or at .01 level of confidence. It means that all the tests are highly interrelated. Psychologists like Kretch and Gratt observed that highly inter-related attitudes form clusters or subsystems and inter-related sub-systems form the total attitudinal system of the individual.

Based on these observations the researcher is led to the view that in case of English (Table 13) the intercorrelation between tests reading and understanding and hearing and understanding is .58; between pronunciation and spelling is .35; between spelling and grammar and composition is .57 play a dominant role. It is, therefore, evident that all these factors reading, hearing, pronunciation, spelling, grammar and composition are vital in learning a foreign language (English).

Among the five tests of Hindi—reading and understanding; hearing and understanding; and reading and understanding and grammar show high intercorrelation. The values of correlation coefficients against these two pairs came to be .49 and .52 respectively. Reading and hearing help in comprehension and high inter-relation between scores in acquisition of various definitions and principles.

Among the five tests of Sanskrit, reading and understanding and hearing and understanding both of them show high relationship with grammar. The amount of correlation coefficients against these two pairs came to be .48 and .53. Comprehension of Sanskrit prose or poetry either through reading or recitation would be more effective if the students know the rules of grammar.

Revelation of the Underlying Factors Influencing the Achievement in the Three Languages Through Factor Analysis

As stated earlier the central theme of the present study was to determine the vital abilities and language skills that influence achievement in the three languages viz., English, Hindi and Sanskrit at the matriculation stage. None of these languages

was the mother tongue of the students selected for study. They had learnt them during the course of their study. For this purpose factor analysis was applied in two phases. In the first phase the factor responsible for the functional relation between the tests on five ability areas of each language under study were estimated and in the second phase the factors influencing the learning of the three languages taken together were estimated. The required calculations for extracting the factor saturations and rotated factor loadings have been presented in the Tables 17 to 20. The findings and interpretations of the factors influencing the learning of the three languages along with language abilities and skills influencing the achievement in the three languages taken together have been given below.

Factors Underlying the Learning of the Three Languages

(i) English Language

The rotated and unrotated factor loadings calculated from the intercorrelations between the five tests on language abilities and skills have been shown in Table 17. High first (rotated) factor loadings are appearing against the tests in reading and understanding (.7586) along with grammar (.7110). On the other hand second (rotated) factor loadings appear against pronunciation (.6374) and spelling (.6268).

Reading of textbooks and other books in English helps in building up of the better vocabulary. Nair (1976)¹ made similar observations during his investigation. Pronunciation and spelling depend upon the efforts of the student. And to go together these two factors can be identified as 'ability of comprehension through reading' and the 'skill of correct pronunciation'. These two factors are certainly helpful in making better achievement in English. This is supported by the findings of research conducted by Sinha.²

(ii) Hindi Language

Table 18 shows rotated and unrotated factor loadings. High rotated first factor loadings appear against spelling (.5851)

and grammar (.5510). The second factor loadings appear against reading and understanding (.6346) followed by pronunciation (.5444).

Spelling occupies important place in the learning of languages. No student can speak and write correct Hindi unless he/she is able to spell the words correctly. Reading and understanding depend upon the interest of the student in learning the language. These two language abilities develop through the efforts made by the learners themselves. Mishra (1969)³ made similar observations when he reported that in spite of the vital role of correct spelling and speaking in learning languages less attention towards these was being paid by the teachers.

These two factors can be identified with the tests showing highest loadings. These two factors namely 'spelling' and 'comprehension through reading' appear to be playing dominant role in the achievement of Hindi. While realizing the importance of these factors Narayanaswamy (1969)⁴ also stressed that skills and reading comprehension should be improved in the school.

(iii) Sanskrit Language

Table 19 shows highest rotated first factor loadings against the test on grammar (.6080) and spelling (.5390). The 2nd rotated factor shows high loadings on the test reading and understanding (.6065) and pronunciation (.5407).

Learning of Sanskrit depends much upon the knowledge of grammar. This language is strictly based on the rules of grammar. A student who has no knowledge of Sanskrit grammar cannot learn the language successfully. Comprehension develops through reading. Reading makes the learner familiar with words and their meanings. Indapurkar (1968)⁵, Dave and Saha (1968)⁶, and Nair (1966)⁷ are also of the opinion that knowledge of grammar plays vital role in the learning of a language.

These two factors 'grammar' and 'comprehension through reading' appeared to be playing paramount role in the achievement of Sanskrit language. The proportion of common factor variance (H^2) against these tests (.5543 & .4848) further

lends support to this contention. Mishra (1969)⁸ too realized the vital role played by grammar in language learning.

From the above discussion it becomes clear that comprehension through reading has emerged as the first or second factor in all these languages. Reading of textual and secondary books related with any new language, no doubt, helps in making the learner familiar with the new words and their usage. Narayanaswamy (1969)⁹ is also of the opinion that comprehension can be improved through reading alone.

Language Abilities and Skills Influencing the Achievement in the Three Languages

The language abilities and skills influencing the achievement in the three languages considered altogether were also isolated through factor analysis. Table 20 shows unrotated and rotated factor loadings on the five tests in the three languages.

(i) First Factor

The rotated factor loadings are presenting a clear pattern of factor saturations. High rotated first factor loadings are appearing against the tests on hearing and understanding in Sanskrit (.6661) and English (.6564). Moderate loading of this factor is appearing against the test on hearing and understanding test in Hindi (.4382).

A remarkable change in the distribution of first factor loadings is being observed here. High first factor loadings are appearing against the test on hearing and understanding. In case of the factor analysis of the achievement in the tests on the three languages done separately, it was observed that high factor (first) loadings appeared against the test on reading and understanding.

Hearing also helps in making the learner familiar with the languages. The change in the position of first factor i.e., from 'comprehension through reading' to 'comprehension through hearing' suggests that those girls who are in a better sociocultural environment would be able to learn the three languages successfully. They would have secured better marks in all the three languages.

(ii) Second Factor

The distribution of the second factor loadings is presenting a stable pattern when the factors are being extracted from the intercorrelations between the tests on all the three languages. High rotated second factor loadings are appearing against the test on pronunciation in the three languages. The loadings on this test in English, Hindi and Sanskrit are .7582, .7310 and .6639 respectively.

Pronunciation depends upon hearing and practice of pronouncing words correctly. No student can pronounce a word in Hindi or English correctly unless he/she listens it correctly. Repeated correct pronunciation of word ultimately becomes habit. The habit of pronouncing words of any language correctly depends upon listening and practice. Expression and communication of feelings etc., depend upon correct pronunciation particularly while making conversation with others.

Both the extracted factors reveal significance of environmental factors like better academic surroundings at home and the facilities available in school. These would help a lot in securing better points in the three languages offered by the girls at matriculation stage/higher secondary stage. Mishra (1969)¹⁰ has also reported significance of environmental factors.

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Conclusion and Suggestions

The statistics calculated from the scores of girls in various tests on English, Hindi and Sanskrit have been presented in the chapter 3 and their interpretations, presented in chapter 4, lead to the following conclusion :

Conclusion

1. The distribution of scores in all the five tests of English, Hindi and Sanskrit showed deviation from normality. In case of English negative skewness was observed in the four tests namely, reading and understanding; pronunciation; spelling and grammar whereas, positive skewness was observed in hearing and understanding. In case of Hindi and Sanskrit negative skewness was observed in all the five tests. In case of English and Hindi language the distributions were platykurtic in reading and understanding; hearing and understanding; spelling and grammar, whereas, in pronunciation test the leptokurtic tendency was observed. In case of Sanskrit, the distribution was found to be leptokurtic in test of grammar whereas in all the remaining four tests platykurtic tendency was observed.

2. The relationship between the five tests of each language, i.e., English, Hindi and Sanskrit was found to be significant.

3. The factor analysis based on the correlation between the five tests of each language and all the tests taken together revealed the following points :

- (a) In case of English language the ability and skill of reading and understanding, grammar, pronunciation and spelling play dominant role and the extracted two factors have been identified as (i) ability of comprehension through reading, and (ii) skill of correct pronunciation.
- (b) In case of Hindi language, reading and understanding, pronunciation and spelling abilities and skills emerged at the most important factors. These two factors namely, spelling and comprehension through reading appear to be playing dominant role in the achievement of Hindi language.
- (c) In case of Sanskrit language the abilities and skills of grammar, spelling, reading and understanding, and pronunciation play dominant role. The two factors namely, grammar and comprehension through reading appear to be playing paramount role in the successful learning of Sanskrit Language.
- (d) The language abilities and skills influencing the achievement in the three languages taken together show that hearing and understanding and pronunciation, emerged as dominant factors. The first and the second factors were identified as comprehension through hearing and spelling. The first factor suggests that the girls coming from better socio-cultural environment would be able to learn the three languages successfully. The second factor suggests that correct pronunciation on the part of the students helps in acquiring mastery of the three languages.

4. The hypothesis regarding normality of distribution of scores in various tests was not supported by the data. The hypothesis regarding significance of correlation between the tests of various abilities and skills associated with the three languages, of course, gained support from the data.

Educational Implications

It is an established fact that without language the children are

incapable of understanding the facts and would also experience grave difficulties in expressing their feelings. The findings of the present investigation clearly reveal that the abilities and skills of 'reading and understanding', and spelling are the common factors more or less present in all the three languages. In addition to these two, the ability of understanding and application of rules of grammar is an asset for better attainment in English and Sanskrit. Correct pronunciation is also an additional requirement for English and Hindi. The one factor, common in all the three languages, is 'comprehension through reading'. Thinking is done through languages and one cannot think without words. Better vocabulary, fluency, and control of words help in effective and clear thinking. Thus language influences the power and quality of thinking. It is important that right from the childhood the development and better language be emphasized. Children should be encouraged to express fluent and correct language and required help and aids be provided. They should be provided good books for getting acquaintance with the ideas of other people through reading. Family and school can offer facilities like library and debates etc., for the development of these languages skills. Expression and comprehension of any language depends much on the environment. The language teachers must keep the students busy with novel and stimulating language exercises.

Attention and interest are the two main requisites for learning and, therefore, it is essential that active interactional tool be evolved for capturing the attention and sustaining the voluntary interest of each child at the time of presenting language lessons. The language teachers, should keep in mind that a learner should acquaint himself adequately in four skills i.e., listening, speaking, reading and writing.

There are two schools of language teaching, namely (i) the audio-lingual habit school, and (ii) the cognitive code-learning school. The first has presented categories of language as a set of items or patterns with main emphasis on drilling, repetition and habit formation. It also emphasises the primacy of spoken language. The second school got prominence due to failure of the first school in delivering the goods in a satisfactory fashion. At this juncture one thing can be said

that the language teachers should be fully acquainted with these two schools as well as the different methods of teaching so that they may play effective role in the teaching-learning process. The teacher must follow the rule of "must know", "should know" and "could know". The total amount of matter to be taught should be sorted out into these categories. What the child 'must know', 'should know' and 'could know'.

The findings of the present investigation provide a guideline for the language teachers to know about the priority of language skills and abilities. The language teachers should also keep in view the three teaching tenets: (a) language learning is whole person learning, (b) the content of the language lesson should be the learner, and (c) the teacher should learn to withdraw himself for giving learning space to the learner: None of these concepts is radically new. What is new is the application of these concepts. Teaching and learning is a process and because of this, it is only realized in the 'doing'.

Suggestions for Further Research

The researcher had faced certain problems which cropped up while making the present investigation. It was not possible to pay attention to them and they were left as loose strings. Anybody interested can pick up the ends of these strings and proceed further as suggested below:

1. The present study was confined to the X class girl students only of Jammu District and due to this restriction sex difference in attainment was not studied. It is suggested that the same study can be done on the boys and girls of X class in Jammu Province. This would definitely reveal affects of sex difference and locality on attainment in the three languages.

2. There are certain factors which influence language learning they could not be taken up in this study due to one reason or other. It is suggested that the environmental factors like socio-cultural and school climate be taken up for investigation.

3. There are various methods of language teaching but due to contradictory findings, it is still not clear that which of them is more suitable for developing different language skills.

The suitability of different language teaching methods be studied in relation to the three languages namely, English, Hindi and Sanskrit. Experimental design could be prepared to see the effect of three factors – sex, intelligence and different methods of teaching on language learning.

Appendix I

POST-GRADUATE DEPARTMENT OF EDUCATION UNIVERSITY OF JAMMU

TEST NO. I

Reading and Understanding in English

Investigator :
Sheetal Gupta

Supervisor :
Dr. G. Rasool

Please supply the following information :

Name

School

Class Section Age in years (approximately)

Locality : Urban/Rural Day and date

PART I

Read the Passage Below

One day a tea contractor, Mr. Ram, was working on an estate in the Assam Highland with his wife and daughter. He noticed a slight movement on the edge of the jungle. So he stopped to watch for a movement. To his great surprise a large tiger appeared and came towards Mr. Ram. The tea contractor was a brave man. He told his wife and daughter to run towards a nearby road, while he stopped to fight the tiger with a knife.

The tiger jumped at Mr. Ram, and knocked him down but he managed to wound it with his knife. As a result, the tiger and Mr. Ram knocked each other unconscious. Luckily for Mr. Ram, a friend heard the noise of the fight and came to investigate. He found Mr. Ram and carried him to the road. Then he stopped a car and sent the injured man to a hospital where he eventually recovered. The tiger disappeared for a few days but was later hunted down by a soldier, Mohammad Khan. The soldier discovered that the tiger had injured a paw in a wire trap and had been unable to hunt wild animals in its normal manner.

Direction

The questions on the passage (above) you have to answer are of a new kind. Against each question four likely answers are given. You have to tick (✓) the alternative you regard as correct. There is no time limit but try to answer as many questions as you can.

Example

What proof is there in the passage that Mr. Ram did not manage to kill the tiger ?

- A There is no proof.
- B The tiger did not attack Mr. Ram's friend when he went to see what was the matter.
- C The next day the tiger was shot dead.
- ✓D The tiger was killed after a hunt.

In this example the correct answer of the question, "What the proof is there in the passage that Mr. Ram did not manage to kill the tiger" is the tiger subsequently killed after a hunt, which is the 'D' alternative and therefore, the tick (✓) has been marked against this alternative.

Now you start :

1. What effect did wiretrap have on the tiger ?

- A The tiger was injured when he was caught in it.

- B The tiger was killed by the wiretrap.
- C It did not have any effect on it.
- D The tiger loved the wiretrap.

2. Which of the following titles best sums up this story given in the passage ?

- A A brave man gives his life for his family.
- B Man fights tiger to save his family.
- C The tiger short dead.
- D Contractor cannot save his family from tiger.

3. When did Mr. Ram's friend go to see what was wrong ?

- A When he saw the tiger attacking friend.
- B Just before the tiger was shot.
- C Early in the morning.
- D When he heard something unusual.

4. Where was Mr. Ram's daughter when tiger attacked him.

- A At home.
- B Standing beside her father.
- C On the road.
- D Neither on the estate nor on the road.

Question No. 2

Direction

Please tick (✓) one alternative out of the four given below after every sentence, to fill up blank.

Example

When Ram stopped came towards him,

- A his wife
- B his daughter
- ✓C a large tiger
- D his friends

When Ram stopped "a large tiger" came towards him. So we have ticked (✓) 'C' alternative.

Now you start :

1. The friend carried Ram to hospital.
 - A excited
 - B delighted
 - C wounded
 - D shocked
2. On seeing the tiger ran towards a nearby road.
 - A Ram
 - B The tiger
 - C Ram's friend
 - D His wife and daughter
3. The tiger could not hunt normally, because
 - A it had lost a foot
 - B its paw was injured
 - C it had weak eye-sight
 - D it loved human beings
4. When his wife and daughter went away Ram
 - A followed them
 - B gazed at the tiger
 - C ran towards the forest
 - D fought with the tiger

Question No. 3

Direction

Here against each word there are four meanings. Just tick (✓) the one you think correct.

Example

'Surprise' means :

- A Horror
- B Fear

- C Anger
- ✓ D Taking unaware

In this example the correct meaning of the 'Surprise' is 'unaware' which figures in the 'D' alternative and therefore the tick (✓) has been marked against this alternative.

Please try to give your responses in this fashion.

Now you start :

1. 'Crawl' means :
 - A To creep.
 - B To sleep.
 - C To weep.
 - D To heat.
2. 'Eventually' means :
 - A At last.
 - B Essentially.
 - C Slowly.
 - D Purposely.
3. 'Investigate' means :
 - A To look for something.
 - B To enquire into or about something.
 - C To render first aid.
 - D To help.
4. 'Normal' means :
 - A Custom.
 - B Customary.
 - C Customarily.
 - D Unusual.

PART II

Read the passage below :

A rich fisherman was living near Srinagar. He had a most unlucky day's fishing. He was standing on a low bridge when

he had the misfortune to knock his tin, containing food, into the river. Leaning over the side of the bridge, he tried to hook his tin and pull it out of the river. As he did so, his car keys fell out of the pocket and disappeared in the water.

Feeling thoroughly annoyed with himself and his luck, the fisherman leaned over the bridge to try to see where the keys had gone. As he did so, the bridge collapsed and he fell into the river. This was the last straw. The fisherman crawled out of the river and went back to his car. There he discovered that he had locked the doors and could not get in. His anti-thief lock had immobilized his car. There was nothing left for him to do but to walk sadly home.

Question No. 1

Direction

The questions on the passage (above) you have to answer are of a new kind. Against each question four likely answers are given. You have to tick (✓) the alternative you regard as correct. There is no time limit but try to answer as many questions as you can.

Example

Where was the fisherman standing at the time of first misfortune?

- A near his car.
- ✓B on a low bridge.
- C on the road.
- D on the bank of the river.

In this example the correct answer of the question "where was the fisherman standing at the time of first misfortune" is "on a low bridge" which is the 'B' alternative and therefore the tick (✓) has been marked against this alternative.

Appendix I

Now you start :

1. When did the fisherman first lean over the bridge?
 - A When it broke.
 - B When the tin fell in.
 - C When the keys fell in.
 - D A few minutes after he started fishing.
2. What did fisherman ultimately do in the end?
 - A He broke open the door of his car.
 - B He jumped into the river.
 - C He collapsed there.
 - D He walked sadly home.
3. Which of the following titles best sums up the story given in the passage?
 - A Ill wind that blows does no good.
 - B Misfortunes never come alone.
 - C Look before you leap.
 - D Out of the frying pan into the fire.
4. Why did fisherman could not get into the car after crawling out of the river?
 - A Because he lost the keys of the car.
 - B The anti-thief lock had made his car motionless.
 - C He fell into the river.
 - D Because he had already locked the doors of his car.

Question No. 2

Direction

Please tick (✓) one alternative out of the four given below, after every sentence, to fill up the blank.

Example

The fisherman was when his tin of food fell into the river.

- A eating his food.
- B catching a fish.
- ✓ C standing on a bridge.
- D walking on the road side.

The fisherman was standing on a bridge when his tin of food fell into the river. So we have tick (✓) the 'C' alternative.

Now you start :

1. He fell into the river because
 - A he wanted to swim.
 - B he loved water.
 - C he was pushed by somebody.
 - D the bridge collapsed.
2. The fisherman could not get into his car because
 - A the doors of car were locked.
 - B somebody had stolen his car.
 - C the key did not fit into the car.
 - D the car had rolled away.
3. The keys in the water.
 - A were shining.
 - B were floating.
 - C had disappeared.
 - D never fell.
4. He leaned over the bridge out of the river.
 - A to pull a fish
 - B to hook his tin.

- C to drink water.
- D to see a fairy rising.

Question No. 3*Direction*

Here against each word there are four meanings just tick (✓) the one you think correct.

Example

Misfortune Means :

- A Good luck.
- B Fortunately.
- ✓ C Bad luck.
- D Accidentally.

In this example the correct meaning of the 'Misfortune' is 'Bad luck', which figures in the 'C' alternative and therefore, the tick (✓) has been marked against this alternative. Please try to give your response in this fashion.

1. 'Discovered' means :

- A Found out.
- B Carried out.
- C Run out.
- D Without.

2. 'Leaned' means :

- A Come in.
- B Shut down.
- C Put off.
- D Bent over.

3. 'Immobilized' means :

- A Destroyed.

- B Vaccinated.
- C Stopped it from running.
- D Made it impossible to move.

4. 'Thoroughly' means :

- A Confident.
- B Slightly.
- C At last.
- D Completely.

TEST NO. II

Hearing and Understanding in English (Listening Comprehension)

PART I

Directions

The following questions are about a passage which you will hear twice. You will be given time to study the questions and more time between and after the readings to answer the questions.

Questions	Answers
1. What was Ranvir's Father ?	1.
2. Why did the boys laugh at him ?	2.
3. With whom did Ranvir live in the village ?	3.
4. Why were the teachers very pleased with Ranvir ?	4.
5. Why Ranvir was very thin ?	5.
6. When did the boys laugh at Ranvir ?	6.

PART II

Directions

The following questions are about a passage which you will hear twice. You will be given time to study the questions and more time between and after the readings to answer the questions.

Questions	Answers
1. What was the age of Raja Ram Mohan Roy when he left home ?	1.

Questions	Answers
2. What type of education did he get at home in his childhood ?	2.
3. Where was the Brahamo Samaj founded ?	3.
4. Which city was a very great seat of learning ?	4.
5. Which system did he get abolished ?	5.
6. Why did Raja Ram Mohan Roy favour English education in India ?	6.
7. Against which type of customs did he decide to fight ?	7.
8. Why was his father displeased with him ?	8.

PART III

Direction

The following questions are about a passage which you will hear twice. You will be given time to study the questions and more time between and after the readings to answer the questions.

Questions	Answers
1. Who was the first to demand complete independence ?	1.
2. To which state of India did Lala Lajpat Rai belong ?	2.

Appendix I

Questions	Answers
3. Why was the first war of Independence started ?	3.
4. How Congress became powerful ?	4.
5. With whom did the people remain unhappy ?	5.
6. To which state of India did Bipinpal belong ?	6.
7. Who said 'Freedom is our birth right' ?	7.
8. Who was the last Mughal emperor ?	8.

TEST NO. III

Speak Correctly in English along with key

It is a test on pronunciation. Fifteen sentences have been collected from the text of the students. The students will be asked to read them so as to judge their ability to pronounce correctly. The sentences of course contain typical words. As it is an individual test, it is of *Two Minutes* duration. The Test is as under :

1. I *love* view of the countryside.
2. He was *fined* five pounds.
3. I *think* he will go *there*.
4. She *gazed* at his *nose*.
5. Rich the *treasure*
Sweet the *pleasure*
Sweet is pleasure after pain.
6. The *judge* wrote his age at the end of the register.
7. The *west* wind blows very *violently*.
8. From *shop* he came to *horse* race course.
9. She stayed at *school* in a sad state of mind.
10. She *sculpts* *strange* objects.
11. Enjoy some cool *air* before you go *home*.
12. The *glutton* are enemies of society.
13. The rose is a lovely *object*.
14. I *object* to you smoking in the class-room.
15. The *present* audience *presented* a bouquet of flowers to the guest.

TEST NO. IV

Writing Correctly in English (Written Expression)

PART I (Spelling Test)

Direction

Tick (✓) the correct spelling of the word under 'A' which means what is given under 'B'.

Example

"A"	"B"
✓ Completely,	पूरी तरह से
completely,	completely
In this example the spelling of the word 'Completely' is correct. Hence it has been ticked (✓).	
Now you start :	
"A"	"B"
1. Weather	1. मौसम
2. Slight	2. थोड़ा सा
Wether	Wather
Slite	Sliet

"A"		"B"	
3. Youth	Yuth	3. युवावस्था	Yuoth
4. Breif	Brief	4. संक्षिप्त	Breaf
5. Foreign	Foregn	5. विदेश	Forane
6. Grief	Grif	6. दुःख	Greef
7. Impossibal	Impossible	7. असम्भव	Impassible
8. Discovery	Discovery	8. खोज	Discovery
9. Official	Official	9. सरकारी	Official
10. Lotos	Lootus	10. कमल	Lotus
11. Passage	Passege	11. गदाँश	Passage
12. Guard	Gard	12. चौकीदार	Guerd
13. Knowledge	Knowledge	13. ज्ञान	Knowladge
14. Language	Language	14. भाषा	Langwage
15. Mirror	Miror	15. दर्पण	Miror
16. Mosquito	Mosquito	16. मच्छर	Mosquito
17. Swimming	Swimming	17. तैर रहा है	Swemming
18. Efforts	Efforts	18. प्रयत्न	Effarts
19. Jealousy	Jalousy	19. ईर्ष्या	Jelousy
20. Population	Population	20. आबादी	Popolation

21. Direction	Diraction	21. दिशा
22. Absence	Abcense	22. अनुपस्थिति
23. Damage	Damage	23. नुकसान
24. Frightful	Frightfull	24. भयायक
25. Flooting	Floating	25. तैर रहा है
26. Encourage	Ancourage	26. उत्साह
27. Visible	Vizable	27. दिखाई देना
28. Flams	Flaims	28. शोले
29. Velly	Valley	29. वादी
30. Limbes	Lime	30. अंग

TEST NO. V

Writing Correctly in English (Written Expression)

PART II

Section A

1. In the sentences given below use the correct form of the verb given in the brackets.

Example

He is not at home. He has *gone* out. (go)

In the blank in this sentence the *Third* form of 'go' is needed.

So 'gone' is filled in the blank.

Now you start :

- A He not meet me when he came here. (do)
 B If you hard you shall pass. (work)
 C I cannot walk fast, as I am from fever for four days. (suffer)
 D He did not meet his father, because when he reached home his father away (go)
 E He does not pass, though he much (read)
 F I have not the Taj till now, so I did not know why people like it so much. (see)
2. If need be put an article (a, an, the) in blanks of the below given sentences. Otherwise put cross (×) in such places :
- A There is no body on roof of this room.
 B The birds sang on trees.
 C Pt. Jawahar Lal Nehru was Prime Minister of India when he died.
 D Get umbrella for me from Ram's shop.
 E I had idea then.
 F This is interesting book.

3. Fill in the blanks in the following sentences by selecting an appropriate 'Pronoun' as given :

'their, she, hers, my, mine, yourself'

- A This book is
 B The boys are learning lesson.
 C I saw face in the mirror and was surprised to find that I was growing old.
 D I have invited Mrs. Ram, but I do not know if will come.
 E I have to return this book to that lady as this is
 F I would not have believed it if you had not told so.

4. Fill in the blanks of the following sentences by selecting an appropriate word as given here :

'Which, how, where, what, who, why'

- A I don't know to solve this difficult and important problem.
 B has left this bag here ?
 C shall we do tomorrow ?
 D is yours the orange or banana ?
 E He asked me I was late.
 F I do not know he lives.

5. Fill in the blanks of the following sentences by selecting an appropriate 'Preposition' as given here :

'For, with, at, over, than, under'

- A He threw a stone the water in the well.
 B Rivers flow the bridges.
 C Some flowers bloom night.
 D I have not seen him a week.
 E A man a red beard went into the house.
 F I shall not take less ten rupees.

6. Fill in the blanks of the following sentences by selecting appropriate 'Conjunction' from those given here :

'Then, if, till, as, though, but, unless'

- A He was glad, because he got more he expected.
- B you don't come tomorrow, I will fine you.
- C He is poor he puts on good clothes.
- D Wait I return.
- E I was angry he abused.
- F you work hard you cannot succeed.

7. Change as directed in brackets in the space provided against each sentence.

Questions

Space for Answers

- | | |
|---|---|
| A When it is evening we go for a walk. (into a simple sentence) | A |
| B He may not do it. (into negative) | B |
| C I do not go there. (into interrogative) | C |
| D I ate a mango. The mango was sweet. (into a simple sentence) | D |
| E The earth is round. Men of science have proved it. (into a simple sentence) | E |
| F He has been living here for four years. (into negative) | F |
| G He was beaten by Mohan. (into interrogative) | G |
| H He has not been going home every Sunday. (into interrogative) | H |

- | | |
|--|---|
| I He sleeps on the floor. (into negative) | I |
| J Mohan said, 'My brother has gone'. (into indirect) | J |

Section B

Write one paragraph each (about 100 words) on the following:

1. Morning Walk
2. If I Get A Prize

SCORING KEY OF THE TEST ON READING AND UNDERSTANDING IN ENGLISH (FINAL DRAFT)

Note : 1. Correct response to each item is to be awarded '1' mark while an incorrect one is to be given 'Zero' straightway.

2. In this key serial numbers of the items are within the brackets and the correct responses are outside.

PART I

Question No. 1	Question No. 2	Question No. 3
(1) A	(1) Wounded	(1) A
(2) B	(2) His wife and daughter	(2) A
(3) D	(3) Its paw was injured	(3) B
(4) D	(4) Fought with the tiger.	(4) B

PART II

Question No. 1	Question No. 2	Question No. 3
(1) C	(1) The bridge collapsed	(1) A
(2) D	(2) The doors of the car were locked	(2) D
(3) B	(3) Had disappeared	(3) D
(4) D	(4) To hook his tin	(4) D

SCORING KEY OF THE TEST ON HEARING AND UNDERSTANDING IN ENGLISH (FINAL DRAFT)

Note : 1. Correct response to each item is to be given '1' mark and an incorrect one a 'Zero' straightway.

2. Spelling and punctuation mistakes are to be ignored.

3. Misuse and omission of articles are to be overlooked.

4. In this key serial numbers of the items are within the brackets and the correct responses are outside.

5. Shortest possible answers are demanded.

PART I

- (1) A wool-cutter
- (2) Because he was thin and not strong
- (3) With his father and mother
- (4) As he worked hard at home
- (5) Because there was not a lot of food at home
- (6) When he played football, ran races and had a fight

PART II

- (1) Only sixteen years of age
- (2) Little education
- (3) In Calcutta
- (4) Patna
- (5) Sati system
- (6) He believed that India could progress only through English Education
- (7) Evil customs
- (8) Because he did not like many Hindu customs

PART III

- (1) Tilak
- (2) Punjab
- (3) To put an end to the British rule
- (4) Slowly
- (5) With the British ruler
- (6) Bengal
- (7) Bal Ganga-dhar Tilak
- (8) Bahadur Shah

The Sound Tested are as Under

LIST

Sentence	Words	Sound	Word	Sound
1.	Love	/v/	View	/v/
2.	Fined	/f/	Five	/f/
3.	Think	/Q/	Three	/3/
4.	Gazed	/z/	Nose	/z/
5.	Treasure	/3/	Pleasure	/3/
6.	Judge	/d ₃ /	Age	/d ₃ /
7.	West wind	/w/	Violently	/v/
8.	Shop	/2/	Horse race	/2/
9.	School	/sk/		
10.	Sculpts	/IPts/	Strange	/str/
11.	Air	/Ed/	Home	/ou/
12.	Glutton	/Λ/		
13.	Object	/Ob'dzekt/		
14.	Object	/Ob'dzekt/		
15.	Present	/prezdnt/	Prisent	/prizent/

SCORING KEY OF THE TEST ON WRITING
CORRECTLY (SPELLING TEST) IN ENGLISH
(FINAL DRAFT)

Note : Correct response to each item is to be awarded '1' mark, while an incorrect one is to be given 'Zero' straightway.

Item No.	Item No.
1. Weather	16. Mosquito
2. Slight	17. Swimming
3. Youth	18. Efforts
4. Brief	19. Jealousy
5. Foreign	20. Population
6. Grief	21. Direction
7. Impossible	22. Absence
8. Discovery	23. Damage
9. Official	24. Frightful
10. Lotus	25. Floating
11. Passage	26. Encourage
12. Guard	27. Visible
13. Knowledge	28. Flames
14. Language	29. Valley
15. Mirror	30. Limbs

SCORING KEY OF THE TEST ON WRITING CORRECTLY IN ENGLISH
WRITTEN EXPRESSION
(FINAL DRAFT)

- Note :** 1. Correct response to each item is to be awarded '1' mark and an incorrect one a 'Zero' straightway.
 2. Spelling and punctuations are to be ignored.
 3. Bars in the key indicate alternatives.
 4. Words or letters within brackets in the key may or may not be there.

Section A

1	2	3	4	5	6	7
A—Did	A—The	A—Mine	A—How	A—Into	A—Than	A—We go for a walk in the evening(s) or we go for evening walk(s).
B—Worked	B—The	B—Their	B—Who	B—Under	B—If	B—He may not do it.
C—Suffering	C—The	C—My	C—What	C—At	C—But/ though	C—Do I not go there?
D—Had gone	D—An	D—She	D—Which	D—For	D—Till/Until	D—I ate a mango which was very sweet.

E—Reads	E—An	E—Her	E—Why	E—With	E—Because	E—Men of science/scientists have proved (it/that) the earth is round or it has been proved by men of Science/Scientists that earth is round.
F—Seen	F—An	F—Yourself	F—Where	F—Than	F—Unless	F—He has not been living here for four years.
						G—Was he beaten by Mohan?
						H—Has he not been going home every Sunday?
						I—He goes not sleep on the floor.
						J—Mohan said that his brother had gone.

Appendix II

Post-Graduate Department of Education
University of Jammu

TEST NO. I

Reading and Understanding in Hindi

Investigator :

Supervisor :

SHEETAL GUPTA

DR. G. RASOOL

कृपया नीचे मांगी गई सूचना भर दीजिए :-

नाम.....

कक्षा.....सैक्शन.....

उम्र वर्षों में (लगभग).....लिङ्ग लड़की/लड़का.....

स्थान : नगर/देहात.....

दिन और तिथि.....

निर्देश :

इस प्रश्न पत्र में हिन्दी के दो गद्यांश दिए गए हैं। आप उनको ध्यान पूर्वक पढ़ें क्योंकि उन्हीं पर आधारित कुछ प्रश्न और शब्दार्थ आपसे पूछे जाएंगे। इस प्रश्न-पत्र के सभी प्रश्नों का उत्तर देना अनिवार्य है। कार्य शीघ्रतापूर्वक परन्तु, सही-सही करने का प्रयास करें।

गद्यांश—क

अपनी सरलता के कारण आइन्स्टाइन ने कभी किसी का विरोध नहीं किया। यदि किसी से उनका समझौता नहीं हुआ तो वे चुपचाप उसके रास्ते

Appendix II

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से हट गए। परन्तु वे अपने विचारों पर सदा दृढ़ रहे जो बात वैज्ञानिक तथ्यों के विरुद्ध रही उसे उन्होंने कभी नहीं अपनाया। अपने पुत्र की शिक्षा के समय उन्होंने अपने मित्र से कहा था कि मैं नहीं चाहता कि मेरा बच्चा कुछ ऐसा पढ़े जो वैज्ञानिक विचारों से दूर हो। उनका व्यक्तित्व व्यक्तिवाद का सबसे बड़ा उदाहरण है। व्यक्तिवाद को वे संसार में सबसे ऊंचा मानते थे। उनके व्यक्तित्व की गरिमा ने उन्हें कभी भी गिरने नहीं दिया। जो भी उनके पास जाता था कुछ न कुछ पाकर ही लौटता था। विद्यार्थियों के लिए उनका द्वार हमेशा खुला रहता था। उनका कहना था कि विद्यार्थी का आना मुझे सदा अच्छा लगता है, चाहे मैं कुछ भी करता हूं। विद्यार्थी आकर मुझे प्रसन्न ही पाते थे। अमरीका में जब वे प्रिन्सटन में प्रोफेसर थे तब एक बालिका, जो उनकी महानता से अनभिज्ञ थी, साधारण गणित पढ़ने उनके पास आ जाती थी। जब बालिका की मां को पता चला तो वह उनके पास क्षमा मांगने दौड़ आई। उन्होंने मुस्कराकर उत्तर दिया, बालिका मुझ से कम पढ़ती है, मैं ही उससे अधिक पढ़ता हूं।

गद्यांश—ख

वैज्ञानिक ज्ञान के अतिरिक्त मनुष्य जीवन के लिए कविता भी इतनी प्रयोजनीय वस्तु है कि संसार की सभ्य-असभ्य सभी जातियों में किसी न किसी रूप में पाई जाती है। चाहे इतिहास न हो, दर्शन न हो पर कविता का प्रचार तथा महत्व रहेगा। क्योंकि मनुष्य अपने ही विचारों तथा व्यापारों का ऐसा सघन और जटिल बंडल बांधता चला आ रहा है, जिसके भीतर बंधा बंधा वह शेष सृष्टि के साथ अपने हृदय का सम्बन्ध भूला सा रहता है। इस परिस्थिति में मनुष्य को अपनी मनुष्यता खोने का डर बराबर रहता है। इसी से अन्तः प्रकृति में मनुष्यता को समय-समय पर जगाते रहने के लिए कविता मनुष्य जाति के साथ लगी चली आ रही है और चली चलेगी। पशुओं को इसकी जरूरत नहीं।

प्रश्न नं० 1

निर्देश :

नीचे कुछ प्रश्न पूछे गए हैं। हर प्रश्न के नीचे चार उत्तर दिए गए हैं। उन में से जिस एक को गद्य के अनुसार ठीक समझें उस पर सही का निशान (✓) लगाएं।

SCORING KEY OF THE TEST ON WRITING CORRECTLY
(SPELLING TEST) IN SANSKRIT (FINAL DRAFT)

Note : Correct response to each item is to be awarded '1' mark, while an incorrect is to be given 'Zero' straightway.

क्रमांक	शब्द	क्रमांक	शब्द
1.	उदेति	16.	भक्ष्यति
2.	स्निह्यति	17.	सुरम्यं
3.	म्यूरः	18.	प्रमादयति
4.	विश्वसिति	19.	अगा
5.	पाठशालायां	20.	ऐतिहासिकं
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